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Fall 2016

## PUBH 8136 01P - Theoretical Perspectives of the Social and Behavioral Sciences in Public Health

Levi Ross

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Georgia Southern University  
Jiann-Ping Hsu College of Public Health

PUBH-8136-01P Theoretical Perspectives of the Social and Behavioral Sciences in Public Health  
Fall 2016

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<b><u>Office Hours:</u></b>	Mondays: 2:30pm - 5:30pm or Wednesdays 2:30pm – 4:30pm or by appointment (No Tuesday appointments)
<b><u>Meeting Times:</u></b>	Friday – August 19, 2016 (COBA Room 1116) – 1:00 pm – 4:00 pm Friday – September 16, 2016 (COBA Room 1116) – 1:00 pm – 4:00 pm Friday – October 14, 2016 (COBA Room 1116) – 1:00 pm – 4:00 pm Friday – November 11, 2016 (COBA Room 1116) – 1:00 pm – 4:00 pm  Weekly as scheduled in small groups via Adobe Connect in Folio

-- Course schedules can be found at:  
<https://my.georgiasouthern.edu/courses/>

**General Course Description:** This course will explore social and behavioral science theories, models, and approaches that inform public health research and practice, as well as their philosophical foundations. With emphasis on an ecological perspective, students will apply relevant theories to understanding community health issues and to developing interventions. The course also examines social and behavioral determinants of health equity across the ecological spectrum. In this course students will gain an enhanced understanding of the contributions of the social and behavioral sciences to public health.

**Prerequisite:** Academic success in this course depends on students' understanding of social and behavioral health theory and their ability to apply theory to create behavior change solutions. Therefore, a master's level course in the theoretical foundations of public health, a background in social and behavioral sciences theory, or similar coursework is required prior to taking this course.

**Required Textbook and Resources:**

Sharma, M. (2017). Theoretical foundations of health education and health promotion (3rd ed). Burlington, MA: Jones & Bartlett. (MS)

**Theory At-A-Glance:** The authors of *Health Behavior and Health Education* have created a concise resource for health behavior theory called "Theory At-A-Glance". This free resource is available inside of our course in folio under "Content" "Additional Resources".

**APA Reference Format:** All written assignments must be completed in accordance with the American Psychological Association's (APA) 6th edition format.

**Online Meetings:** All online meetings this term will occur using Adobe Connect. Students will not have to pay for the online meeting program but they will have to purchase a webcam if they do not

already have a webcam on their desktop/laptop computer or on their cell phone. Instruction on how to access Adobe Connect will be provided at the beginning of the first in-class meeting on Friday, August 19, 2016.

### **INSTRUCTIONAL METHODS & ONLINE LEARNING COMMITMENT EXPECTATIONS**

**Instructional Methods:** This is a “hybrid” course that consists of in-class and online class sessions. Most course interactions will take place online via folio. The instructor will generally facilitate the 4 in-class sessions, but students are expected to contribute significantly to the discussions and are responsible for demonstrating knowledge of the assigned readings. The class will also include lectures, guest lectures, and active group discussion.

**Exams:** One exam will be given at the beginning of each of the remaining three in-class meetings. Exams will be based on assigned readings and material covered through Adobe Connect.

**Final Exam:** A simulated comprehensive examination will be given on the final exam date assigned by the University.

**Assignments:** There will be between 10 assignments throughout the semester. Each assignment will be 20 points each. References for all assignments should follow APA 6th edition format. All written assignments should be double spaced using a standard 12-point font.

**Group Project:** Students will be assigned into groups of 4-5 individuals for an Intervention Development project. An outline of the project requirements will be posted on folio by August 22, 2016. The project will consist of designing a behavioral intervention for a health behavior of the group's choice with a justified target population. Students will be expected to plan the intervention using the PRECEDE-PROCEED planning model and select an appropriate behavioral theory to structure the intervention.

**Article Critiques:** Each Intervention Development group will be responsible for completing five article critiques. Each article being critiqued highlights a classic health behavior theory/model in practice. Each article critique will include a written and oral component. Each group will submit one and oral critique with all group members' names included. Groups must upload the written critique in the designated “dropbox” by the designated due date to receive credit for this portion. Groups will upload their PowerPoint presentations (oral critique) into Adobe Connect on the day of their oral presentation.

**Online Learning Commitment Expectations:** Students will not be successful in this course if they do not manage and regulate the time they spend on the course. Online learning requires the learner to take more responsibility in the learning process. Students must be motivated and responsible for keeping up with understanding what is expected and stay on task with due dates for readings, assignments, and other activities. Students should log into the course on a daily basis to check for messages and other important information. Do not wait until the last minute to do work that requires you to submit by a due date.

### **CLASS POLICIES**

**Class Attendance and Participation Policy:** Federal regulations require attendance be verified prior to distribution of financial aid allotments and University policy requires all students to attend the first class meeting of all classes for which they are registered. Excused absences follow the criteria of the Graduate Catalog (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor in advance. Students must attend the session of student presentations and in-class exam. Regardless of attendance, students are responsible for all material

presented in class and meeting the scheduled due dates for class assignments. Students are not allowed to make up work unless illness or other unanticipated circumstance occurs, warranting a medical (family) excuse and resulting in the student missing a homework or project deadline.

Please come to class on time and be prepared to stay until the end of class. Cell phones should not be used in class. Please set them to “vibrate” in case of emergency or if you have an urgent personal or professional reason for expecting a call. “Side” conversations among students are not acceptable unless your conversation is a course-related one.

**Academic Integrity:** As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University’s policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue. From this point forward, it is assumed that you will conduct yourself appropriately. Academic integrity relates to the appropriate use of intellectual property. The syllabus, lecture notes, and all materials presented and/or distributed during this course are protected by copyright law. Students are authorized to take notes in class, but that authorization extends only to making one set of notes for personal use. As such, students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without the express written permission of the instructor.

Students are expected to abide by the Academic Handbook, located at <http://students.georgiasouthern.edu/sta/guide/>. Your failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

**Academic Misconduct:** "According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- Directly quoting the words of others without using quotation marks or indented format to identify them.
- Using published or unpublished sources of information without identifying them.
- Paraphrasing material or ideas without identifying the source.
- Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: <http://students.georgiasouthern.edu/judicial/faculty.htm> will be enforced:

## PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

### First Offense - In Violation Plea

- If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
- If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:
  - The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.

- The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
- A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

#### First Offense - Not In Violation Plea (student does not admit the violation)

- If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:
  - The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
  - The student will be subject to any academic sanctions imposed by the professor.

#### Second Violation of Academic Dishonesty

- If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:
  - Suspension for a minimum of one semester or expulsion.
  - The student will be subject to any academic sanctions imposed by the professor.

#### Not Responsible Finding

- When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.
- In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

### **GENERAL DISCLAIMERS**

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will make every effort to inform students of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

## Grade Calculations

Activity	Number	Percentage of Final Grade
In-Class Participation/Activities	4	60 points – 06% of Final Grade (15 pts each)
Online Participation/Activities	6	120 points – 12% of Final Grade (20 pts each)
Assignments	10	200 points - 20% of Final Grade (20 pts each)
Quizzes	3	120 points – 12% of Final Grade (40 pts each)
Intervention Development Project	1	200 points – 20% of Final Grade
Article Critiques	5	200 points – 20% of Final Grade (40 pts each)
Final Exam (Simulated Comp Exam)	1	100 points – 10% of Final Grade

## Grade Distribution

Grade	Score
A	1000 to 900
B	899 to 800
C	799 to 700
D	699 to 600
F	599 and below

**Grading:** Your grades will be posted on folio. All course activities will be graded promptly so that students may accurately calculate their grades at any point in time during the semester.

**Late Work Policy:** There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

**Technical Support:** General technical support is available to students through the course instructor, teaching assistant, or the Georgia Southern Help Desk (912) 478-5429 | email: [helpdesk@georgiasouthern.edu](mailto:helpdesk@georgiasouthern.edu)

Overview of the Content to be Covered During the Semester:

WEEK	TOPIC	READINGS	ASSIGNMENTS
Aug 19	Introductions		*Video Introductions (Due – 8/23/16)
	Review Syllabus		*Group Formation and Health Issue Topic Selection (Due – 8/25/16)
	Folio and Adobe Connect Overview		
	Complete Pretest Schematics		
	Introduction to Social and Behavioral Science Theory		
Aug 26	Introduction to Social and Behavioral Science Theory (Continued)	*Sharma: Chap 1 *At-A-Glance: Pages 3 – 12 *PowerPoint Presentation	*Adobe Connect Meetings Start (Sunday - 8/28/16)
Sep 2	Planning Models: PRECEDE- PROCEED I	*Sharma: Chap 2 *At-A-Glance: Pages 39 – 43 *PowerPoint Presentation	
	Intervention Development Group Meeting #1 – Setting Up and Troubleshooting Adobe Connect		
Sep 9	PRECEDE-PROCEED II	PRECEDE-PROCEED Article	Article Critique #1 [PRECEDE- PROCEED] (Due 9/9/16 in Dropbox)
	Intervention Development Group Meeting # 2 – Oral Critique Presentations Adobe Connect (9/11/16 – 9/15/16)		
Sep 16	Exam #1 (Intro to Theory and PRECEDE-PROCEED)	*Sharma: Chap 4 *At-A-Glance: Pages 15 – 16 *PowerPoint Presentation	*In-Class Exam #1 *Intervention Group Assignments #1 and #2 (Due – 9/16/16)
	Individual Level Theories (Transtheoretical Model of Change [TMC])		
Sep 23	Individual Level Theories – Value Expectancy (Theory of Reasoned Action)	*Sharma: Chap 5 *At-A-Glance: Pages 16 – 18 *PowerPoint Presentation	Written Article Critique #2 [TMC] Due (9/23/16 in Dropbox)
	Intervention Development Group Meeting # 3 – Oral Critique Presentations Adobe Connect (9/25/16 – 9/29/16)		
Sep 30	Individual Level Theories – Value Expectancy (Theory of Planned Behavior)	*Sharma: Chap 5 *At-A-Glance: Pages 16 – 18 *PowerPoint Presentation	Article Critique #3 [TMC] Due (9/30/16 in Dropbox)
	Intervention Development Group Meeting # 4 – Oral Critique Presentations Adobe Connect (10/2/16 – 10/6/16)		
Oct 7	Individual Level Theories (Health Belief Model [HBM])	*Sharma: Chap 3 *At-A-Glance: Pages 13 – 14 *PowerPoint Presentation	Group Assignments #3 - #4 (Due 10/7/16 in Dropbox)
	Intervention Development Group Meeting # 5 – Adobe Connect (10/9/16 – 10/13/16) [Present Assignment 3 – 4]		

Oct 14	Exam # 2 (Individual Level Theories – TMC, TRA, TPB, HBM)	*Sharma: Chap 7 *At-A-Glance: Pages 19 – 21 *PowerPoint Presentation	Written Article Critique #4 [HBM] Due in Class (10/14/16)
	Interpersonal Level Theories – Social Cognitive Theory [SCT])		
	Intervention Development Group Meeting # 6 – Oral Critique Presentations Adobe Connect (10/16/16 – 10/20/16)		
Oct 21	Community Level Theory – Diffusion of Innovation	*Sharma: Chap 9 *At-A-Glance: Pages 27 – 28 *PowerPoint Presentation	Written Article Critique #5 [DOI] Due in (10/21/16) in Dropbox
	Intervention Development Group Meeting # 6 – Oral Critique Presentations Adobe Connect (10/23/16 – 10/27/16)		
Oct 28	Community Level Theory – Social Marketing	*Sharma: Chap 8 *At-A-Glance: Pages 36 – 39 *PowerPoint Presentation	
Nov 4	No Class – APHA (No Adobe Connect Sessions 10/30/16 – 11/3/16)		
Nov 11	Exam #3 (Interpersonal and Community level Theories)	*PowerPoint Presentation	Group Assignments #5 - #8 (Due in Class 11/11/16)
	Ecological Models		
Nov 18	Wrap-up		
Nov 25	No Class (Thanksgiving Break)		
Dec 2	Final Exam (Simulated Comprehensive Exam)		Written Intervention Development Proposals Due (12/2/16) in Dropbox



# **Intervention Development Group Proposal Guidelines (200 points)**

10 to 15 pages (double-spaced [typed with 12-point font])

## **1. Introduction: (What/Why) (approximately 2 – 3 pages)**

- Succinct Introduction to the problem or issue - (epidemiological data –national, state and local).
- Succinct Description of Health Determinants (What is associated with or causes the issue [genetic, behavioral and environmental factors]? Pick one to intervene on).
- Theoretical Orientation (Again- pick one). Be sure to mention how the theory has been used with similar health issues or other populations. Why do you think it will work for you and your group?
- Purpose (Will you use the theory to explain, predict or describe a situation with your local population in Georgia.
- Research Question (no more than 2 questions with hypotheses as appropriate).

## **2. Methods: (Who, Where, When, How) (approximately 8 – 12 pages)**

- Restate the problem/question and briefly mention what type of intervention you will develop (small group, one-on-one, health communications).
- State goal (only 1) with appropriate program, behavioral, learning and administrative objectives.
- Briefly mention your process of data collection.
- Briefly describe your subjects/participants (Where from? Who are they? When will you gather information and how?).
- Theoretical constructs & survey instrument (demographic information and theory-based measures).
- Briefly describe your evaluation plan (How will you measure change?).

## **3. References (Sources – Content and Methods) APA 6<sup>th</sup> –style**