

Course Change Request

Indiana University

IUINA

Campus

Check Appropriate Boxes: Undergraduate credit [] Graduate credit [X] Professional credit []

- 1. School/Division Medicine/Public Health
2. Academic Subject Code PBHL
3. Current Course Number P500
4. Current Credit Hours 3
5. Current Title Philosophy and Principles of Social and Behavioral Science Applied to Public Health Practice
6. Effective Semester/Year for changes listed below: Fall 2009
7. Instructor: Hess

Type of Change Requested (Check appropriate boxes and indicate changes)

- 8. Change course number to: (must be cleared with University Enrollment Services)
9. Current course title: See above

Change to: Social and Behavioral Science in Public Health
Recommended abbreviation (optional) Soc and Behv Sci in Public Hlth

- 10. Current credit hours fixed at: or variable from: to
11. Current lecture contact hours fixed at: or variable from: to
12. Current non-lecture contact hours fixed at: or variable from: to
13. Is this course currently graded with S-F (only) grades? Yes No
14. Does this course presently have variable title approval? Yes No
15. Is this course being discontinued? For all campuses or for this campus only

16. Current course description This course is designed to introduce students to the philosophies and principles that provide the foundation for health promotion and disease prevention with and emphasis on population-based public health approaches.

Change course description to (not to exceed 50 words)

17. Justification for change Title better reflects course description and content (Use additional paper if necessary)

- 18. Are the necessary reading materials currently available in the appropriate library? Yes
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of this course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Carole Kacius Date 3/11/09
Department Chairman/Division Director
Agh Beyma Date 3/18/09
Dean of Graduate School (when required)

Approved by:
Date
Dean
Date
Chancellor/Vice-President
Date
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

**INDIANA UNIVERSITY SCHOOL OF MEDICINE
DEPARTMENT OF PUBLIC HEALTH
FALL, 2009**

COURSE TITLE: Social and Behavioral Science in Public Health
COURSE NUMBER: P500
LOCATION: TBA
DATE: Tuesday, 6-8:40p
FACULTY: Lisa Hess, PhD
Associate Professor, Dept of Public Health, IU School of Medicine
714 N. Senate Ave, EF 209, Indianapolis, IN 46202
317-274-3148
lmhess@iupui.edu
Office hours: Tuesday 3-5:30p

COURSE DESCRIPTION

This course is designed to introduce students to the philosophies and principles that provide the foundation for health promotion and disease prevention with an emphasis on population-based public health approaches. Students will explore topics that promote a broader and better understanding of determinants of health; the multiple factors contributing to health and illness behaviors; fundamentals, theories and principles that shed light on health and illness behaviors; and philosophies, principles and strategies that facilitate improvements in population health and the elimination of health disparities. Students will be introduced to the important complementary relationships between and comingled effects of the determinants of health with an emphasis on the social determinants of health. Students will be presented with new approaches to improve, by not only increasing individual capacities and capabilities to address their diseases and/or conditions, but—most importantly perhaps—the conditions and contexts in which individuals have the liberty or limits to make choices that influence health and illness behaviors in many different ways.

**MPH PROGRAM COMPETENCIES ADDRESSED IN THIS COURSE
PERSPECTIVES**

- A. Describe theories and measures used in population health models.
- C. Distinguish among and characterize inputs, throughputs and outputs of the public health system.
- E. Analyze public health problems using ethical, cultural and historical frameworks and strategic thinking, evaluating their implications for public health practice.
- F. Act in concert with personal, professional and community sense of values.
- G. Critique ethical, social, cultural, political, economic, historical and legal dimensions of policies and programs which affect the health of diverse populations.

SKILLS

- H. Describe environmental, social and biological determinants of health and disease and their political, economic and legal contexts.
- J. Make presentations in support of a particular public health proposal using demographic, statistical, programmatic and scientific information.
- K. Create learning environments for policy proposals or intervention strategies.

L. Serve as a member of culturally and professionally diverse teams working on local, regional, and national public health issues.

M. Understand appropriate uses and limitations of both quantitative and qualitative data, and make relevant inferences from such data.

APPLICATIONS

N. Involve members of diverse communities in collaborations to identify and solve problems, facilitating search for common ground.

O. Advocate for public health programs and resources.

P. Use the media, advanced technologies and community networks to communicate information.

Q. Create a shared vision among culturally and professionally diverse individuals and groups to achieve public health goals.

LEARNING OBJECTIVES

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

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
2. Identify the causes of social and behavioral factors that affect health of individuals and populations.
3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
4. Describe the role of social, behavioral, biological, and community factors in both the onset and solution of public health problems.
5. Describe the merits of social and behavioral science interventions and policies.
6. Collect and critically analyze public health data, and present and disseminate information using information technologies.
7. Demonstrate effective written and oral communication skills with different audiences.
8. Identify the characteristics of the health care system and the public health system.
9. Explain the importance of the contexts of gender, race, poverty, history, migration, and culture in the design of interventions.
10. Understand the concept of availability, acceptability and accessibility of health services.

REQUIRED OR SUGGESTED TEXT AND/OR READINGS

Required Text

Glanz, K., Rimer, B.K., & Lewis, F.M. (Eds.) (2002). *Health behavior and health education: Theory, research and practice* (3rd ed.). San Francisco: Jossey-Bass.

Required Viewing

Unnatural Causes.

Recommended Readings (select chapters are assigned as supplemental readings)

Smedley and Syme. (Eds.) (2000). *Promoting Health: Intervention Strategies from Social and Behavioral Research*. Washington, DC: Institute of Medicine of National Academies Press.

Gebbie, Kristine, Linda Rosenstock, and Lyla M. Hernandez. (Eds.) (2003). *Who Will Keep the Public Healthy? Educating Public Health Professionals for the 21st Century*. Washington, DC: Institute of Medicine of National Academies Press.

- Farley, Tom and Deborah A. Cohen. *Prescription for a Healthy Nation: A New Approach to Improving Our Lives by Fixing Our Everyday World*. Boston, MA: Beacon Press, 2005.
- Evans, Robert G., Morris Barer, and Theodore R. Marmor, eds. (1994). *Are Some People Healthy and Others Not? The Determinants of Health of Populations*. New York, NY: Aldine De Gruyter.

Required Supplemental Readings

- Abrams, D.B. (2006). Applying transdisciplinary research strategies to understanding and eliminating health disparities. *Health Education and Behavior*, 33(4): 515-531.
- Brulle, R.J. and Pellow, D.N. (2006). Environmental justice: Human health and environmental inequalities. *Annual Review of Public Health*, 27, 103-124.
- Buchanan, David R. Perspective: A New Ethic for Health Promotion: Reflections on a Philosophy of Health Education for the 21st Century. *Health Education Behavior* 2006 33: 290-304
- Christakis, Nicholas A., Fowler, James H. (2007). The Spread of Obesity in a Large Social Network over 32 Years. *New England Journal of Medicine* 357: 370-379
- Collins, T. (2005). Health policy analysis: A simple tool for policy makers. *Public Health*, 119, 192-196.
- Connell, J.P. and Kubisch, A.C. Applying a theory of change approach to the evaluation on comprehensive community initiatives: Progress, prospects, and problems. In: Fulbright-Anderson, K., Kubisch, A.C. and Connell, J.P. (1998). *New Approaches to Evaluating Community Initiatives, Volume 2: Theory, Measurement, and Analysis*. Washington, D.C.: The Aspen Institute.
- Dickler, H.B., Korn, D. and Gabbe, S.G. (2006). Promoting translational and clinical science: The critical role of medical schools and teaching hospitals. *PLoS Medicine*, 3(9): 1492-1495.
- Dressel, P., Minkler, M., and Yen, I. (2004). Gender, race, class, and aging: Advances and opportunities. In: V. Navarro and C. Muntaner (eds.), *Political and Economic Determinants of Population Health and Well-Being: Controversies and Developments*. Amityville, NY: Baywood Publishing.
- Earp, Jo Anne, and Susan T. Ennett. (1991). Conceptual models for health education research and practice. *Health Education Research* 6: 163-171.
- Estes, C.L. and Wallace, S.P. (2006). Older people. In: B.S. Levy and V.W. Sidel (eds.), *Social Injustice and Public Health*. New York, NY: Oxford University Press.
- Glanz, K., Lankenau, B., Foerster, S., Temple, S., Mullis, R., and Schmid, T. (1995). Environmental and policy approaches to cardiovascular disease prevention through nutrition: Opportunities for state and local action. *Health Education Quarterly*, 22(4): 512-527.
- Glasgow, R.E., Lichtenstein, E. and Marcus, A.C. (2003). Why don't we see more translation of health promotion research to practice? Re-thinking the efficacy-to-effectiveness transition. *American Journal of Public Health*, 93(8): 1261-1267.
- Glass, Thomas A., and Matthew J. McAtee. Behavioral science at the crossroads in public health: Extending horizons, envisioning the future, *Social Science & Medicine* 62(7): 1650-167

- Green., L.W. and Kreuter, M.W. CDC's planned approach to community health as an application of PRECEED and an inspiration for PROCEED. *Journal of Health Education, 23(3)*: 140-147.
- Hall, A. and Wellman, B. "Social Networks and Social Support." In Cohen, S. and Syme, L.S. (Eds.). (1985). *Social Support and Health*. Orlando, FL: Academic Press, Inc.
- Israel, B.A. (1982). Social networks and health status: Linking theory, research, and practice. *Patient Education and Counseling, 4(2)*: 65-79.
- Krieger, N., Williams, D.R. and Moss, N.E. (1997). Measuring social class in public health research: Concepts, methodologies, and guidelines. *Annual Review of Public Health, 18*: 341-378.
- Lynch, John, G. A. Kaplan, and J. T. Salonen. (1997). Why do poor people behave poorly? Variation in adult health behaviours and psychosocial characteristics by stages of the socioeconomic lifecourse, *Social Science & Medicine 44(6)*: 809-819.
- Marmot, M.G. (2003). Understanding social inequalities in health. *Perspectives in Biology and Medicine, 46(3)*: S9-S23.
- McLeroy, K.R., Bibeau, D., Steckler, A., and Glanz, K. (1988). An ecological perspective on health promotion programs. *Health Education and Behavior, 15(4)*: 351-377.
- McLeroy, K.R., Norton, B.L., Kegler, M.C., Burdine, J.N., and Sumaya, C.V. (2003). Community-based interventions. *American Journal of Public Health, 93(4)*, 529-533.
- McLeroy, K.R., Steckler, A., Simons-Morton, B., Goodman, R.M., Gottlieb, N., and Burdine, J.N. (1993). Social science theory in health education: Time for a new model? *Health Education Research, 8*: 313.
- Mechanic, D. (2007). Population health: Challenges for science and society. *Milbank Quarterly, 85(3)*: 533-559.
- Minkler, M. and Wallerstein, N. (2003). *Community-Based Participatory Research for Health*. Jossey-Bass Publishers.
- Muhiuddin, H. and Kreps, G.L. (2004). Forty years of diffusion of innovations: Utility and value in public health. *Journal of Health Communication, 9*: 3-11.
- Nation Cancer Institute. *Theory at a Glance: A Guide for Health Promotion Practice* <http://www.nci.nih.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf>
- National Academy of Sciences. (2004). The importance of data on race, ethnicity, socioeconomic position, and acculturation in understanding disparities in health and health care. *Eliminating Health Disparities: Measurement and Data Needs*. Available at <http://www.nap.edu/openbook/0309092310/html/19.html>
- Oppenheimer, G.M. (2001). Paradigm lost: Race, ethnicity, and the search for a new population taxonomy. *American Journal of Public Health, 91(7)*: 1049-1055.
- Pearlin, L.I. "Social Structure and Processes of Social Support." In Cohen, S. and Syme, L.S. (Eds.). (1985). *Social Support and Health*. Orlando, FL: Academic Press, Inc.
- Prochaska, J.O., DiClemente, C.C., and Norcross, J.C. (1992). In search of how people change: Applications to addictive behaviors. *American Psychologist, 47(9)*: 1102-1114.
- Rosenbaum, S. and Yoder, C.H. (2006). Children. In: B.S. Levy and V.W. Sidel (eds.), *Social Injustice and Public Health*. New York, NY: Oxford University Press.
- Sen, A. (2004). Gender equity and the population problem. In: V. Navarro and C. Muntaner (eds.), *Political and Economic Determinants of Population Health and Well-Being: Controversies and Developments*. Amityville, NY: Baywood Publishing.

- Steckler, A., Goodman, R.M., McLeroy, K.R., Davis, S., and Koch, G. (1992). Measuring the diffusion of innovative health promotion programs. *American Journal of Health Promotion*, 6(3): 214-224.
- Steuart, G. (1993). Social and Behavior Change Strategies. *Health Education Quarterly, Supplement 1*:S113-S135.
- Stice, Eric; Shaw, Heather, and Marti, C. Nathan. A Meta-Analytic Review of Obesity Prevention Programs for Children and Adolescents: The Skinny on Interventions That Work. *Psychological Bulletin*. 2006 Sep Vol 132(5) 667-691
- Stokols Daniel. (1996). Translating social ecological theory into guidelines for community health promotion. *American Journal of Health Promotion* 10(4): 282-98.

EVALUATION AND GRADING SCALE

Grades will be assigned on a proficiency basis, not on a curve. Every effort is made to provide clear expectations and criteria for successful completion of assignments, so you are expected to do well and not feel as if you are in competition with your classmates.

The grading system is:

A+	97-100%	B+	87-89%	C+	77-79%	D+	67-69%
A	93-96%	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
						F	< 60%

The course grade is generated from results of six inputs totaling 100%: (a) two paper assignments (20% each); (b) the midterm and final examinations (20% each); (c) class participation (10%); and (d) Team presentations. Complete criteria for the paper assignments, class participation and the group presentation will be provided on the evening of the second class.

GUIDELINES

Students' grades will be determined by their participation in the course and by demonstrating their mastery of the concepts discussed.

Class participation (10 points)

Students are expected to come to class having read the assigned readings. The course, by design, is a structured dialogue, so students should be prepared to discuss the readings and course concepts in each class session. Full participation requires asking questions, providing answers and verbal input. All unexcused late assignments and missed classes will result in deduction of points. Missing classes requires additional work.

Team Project (40 points)

Each student will participate on an interdisciplinary team, which will identify and define a health issue, analyze how that issue is produced and sustained at multiple ecological levels, identify points of intervention, and discuss what is required to implement an intervention. More detailed instructions will be provided on September 10th.

Exams (2 at 25 points each)

The exams will be written, take-home exams which students will be given one week to complete. The exams will be submitted to the instructors as an attachment via email. More detailed instructions will be provided with the exam questions.

ATTENDANCE (To be developed by individual faculty)

This is a professional preparation course that requires active participation in class activities designed to develop teaching knowledge, skills, and attitudes for effective health promotion and disease prevention. You are expected to attend all class sessions. If you know you have to be absent from a class session, please notify the faculty ahead of time and arrange to make up what you have missed.

STUDENTS WITH DISABILITIES

Students needing accommodations because of disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in CA 001E and you can reach the office staff by calling 274-3241.

STUDENT COURSE EVALUATION

The Department of Public Health evaluates all courses. Student course evaluations will be conducted in a manner that maintains the integrity of the process and the anonymity of respondents.

ACADEMIC INTEGRITY

Academic and personal misconduct by students in this class are defined and dealt with according to the procedures in the Student Misconduct section of the IUPUI *Code of Student Rights*, <http://live.iupui.edu/dos/code/htm>.

CLASS SCHEDULE

Week	Date	Topics	Readings and Assignments
1	8/26	Course overview. Fundamentals of Health and Public Health. Social & Behavioral Sciences and health. Foundations of health education and behavior	Chapters 1 & 2 NCI. Theory at a Glance: Part I OBSSR 07 Prospectus
2	9/2	Models of Individual Health Behavior Models	Chapters 3,4, and 5 Supplemental Readings I <i>Thought papers due</i>
3	9/9	Models of Individual and Interpersonal Health Behavior Models	Chapters 6, 7, 8 and 9 Supplemental Readings 2 <i>Thought papers due</i>
4	9/16	Models of Interpersonal Health Behavior Models	Chapters , 10, 11 & 12 Supplemental Readings 3 <i>Thought papers due</i>
5	9/23	Community and Group Models	Chapters 13, 14, 15 and 16 Supplemental Readings 4 <i>Thought papers due</i>
6	9/30	Community and Group Models	Chapters 17

			Supplemental Readings 5 <i>Thought papers due</i>
7	10/7	Midterm Examination (Take Home)	Midterm
8	10/14	Social Determinants of Health	Supplemental Readings 6 <i>Thought papers due</i>
9	10/21	Social Determinants of Health	Supplemental Readings 7 <i>Thought papers due</i>
10	10/28	Using theory in research and practice	Chapters 18, 19, 20 and 21 Supplemental Readings 8 <i>Thought papers due</i>
11	11/4	Using theory in research and practice	Chapters 22, 23 and 24 Supplemental Readings 9 <i>Thought papers due</i>
12	11/11	Strategies to improve quality and years of healthy life and eliminate disparities	Supplemental Readings 10 <i>Thought papers due</i>
13	11/18	Strategies to improve quality and years of healthy life and eliminate disparities	Supplemental Readings 11 <i>Thought papers due</i>
14	11/28	Group Presentations	Supplemental Readings 12
15	12/2	Course Summary Group Presentations	Supplemental Readings 13
16	12/9	Course Summary Final Examination (Take Home) (Cumulative)	Supplemental Readings 11