I. Course Description

This course fulfills the behavioral science core requirement for MPH students. This course provides both depth and breadth in addressing social and behavioral science.

Material will address theories and applications in public health. The course will focus on four major approaches to public health problems:

- Psychosocial
- Community
- Economic
- Policy
The psychosocial unit will include exposure to multiple behavioral theories, application of theory in understanding etiology and planning interventions, and measurement issues.

The community unit will include a review of community change concepts and theories and exposure to community organizing techniques.

The economic unit will address such functions as supply and demand, opportunity costs, taxes and subsidies, economic evaluation of goods and services, and costs versus benefits and effectiveness in examining the role of economics in decision-making about public health.

The policy unit will address the structure of government, institutional behavior and theories, and administrative, judicial, and legislative processes.

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

II. Course Prerequisites

None.

III. Course Goals and 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 theory to public health;

• Describe the major models and theories from political science and public policy that influence change;

• 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.
IV. Methods of Instruction and Work Expectations

The course includes lectures (approximately 2/3 of the course) and written assignments (approximately 1/3 of the course). Lectures are available as audio recordings and PowerPoint slides at the course website.

At the course website, you will also find the syllabus, contact information for the instructor and TA, learning activity and written assignment instructions, as well as links to other useful information. In addition, the website provides an opportunity for students to ask questions and participate in discussions with the rest of the class, the TA, and the instructor.

Access to the course website is available through your University of Minnesota student Internet account (go to http://www.myu.umn.edu/); you will receive email instructions on accessing the class in time for the first day of the course on September 3, 2013.

Be sure to check the website and your email regularly (ideally, at least once a day) during the semester. We will use email announcements and the discussion board at the website to communicate throughout the semester. If you receive an email from the instructor or TA, please take the time to respond, so that we can be sure you have received our communications.

Learning Activities

Each unit will have at least one graded learning activity that addresses practical applications of the concepts presented in lectures and readings. For each, you will be asked to respond to a scenario or other exercise in a brief written format (1 to 2 pages, usually). You may discuss ideas about these assignments with classmates, but we ask that each student submit their own written document. We will open a discussion board for each learning activity so that you may share ideas with other students in the course. Assignment details can be found on the course website.

Written Assignments

The written assignments will consist of an abstract and four written papers (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 abstract, to write about throughout the semester. These assignments are graded and completed individually. Details on the assignments can be found on the course website.

Expected Effort

University of Minnesota policy states that work expectations per credit hour are fixed at a ratio of 1:3. That is, a single credit course assumes three hours of work per week including class attendance for a course during a 15- week semester. So, a three-credit course such as this one assumes that you will work an average of nine hours per week, including about 3 hours spent on lectures, and 6 hours in outside study. Because this is a summer course in a 10-week semester, you may expect to work at least 15 hours per week on the course.
Strategies for Taking an Online Course

Keep in mind that this is not a “go at your own pace” course. All assignments have specific deadlines, and we have suggested a pace for completing the lectures and readings so that students will be optimally prepared to stay on top of the course material and have the knowledge base to complete all written assignments effectively. That said, one of the best things about online classes is that they provide flexibility: the lectures are always available and can be completed anywhere, anytime, and in a variety of formats.

We encourage students to communicate with each other using discussion board threads and emails, in order to exchange ideas and share helpful comments. Also, feel free to ask questions of the instructor or TA. We try to respond to your emails or posted comments on the discussion board within 24 hours of the time we receive/read your message. We are also available by telephone during business hours (approximately 9:00-5:00 pm Central Time, Monday-Friday) and will do our best to return phone calls by the next business day. We may take longer to respond to communications received over the weekend.

In this class, our use of technology will sometimes make students’ names and U of M Internet IDs visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, please contact me for further information.

Important Rule: In your communications with fellow students or the instructor and TA, please remember to use the same etiquette you would use in face-to-face conversations.

Logistics

HOW THIS CLASS WORKS:

This is an online course that requires consistent Internet access during the 15 weeks of Fall semester. If you will not have Internet access or know of other circumstances that will keep you away from class for 2 weeks or more during the term, you should take this class during another semester.

We understand that you may encounter technical problems with the website. If you have a problem uploading an assignment, don’t panic! We can help you solve these problems (or, assignments can be emailed as Word document attachments to your grader in the event of a website “emergency”) or make allowances as needed. For technical assistance with the website in general, you may refer to the course welcome email you receive at the beginning of the semester, or contact the Distance Education Coordinator directly at decsph@umn.edu or (612) 626-5069.
V. Course Text and Readings

The textbook for this course is Health Behavior and Health Education, 4th Edition (listed as HBHE throughout the schedule). All other course readings are available on the course website and are listed below. Students are encouraged to complete the assigned readings prior to the lecture in which the topics are covered, as specified in the Course Outline. In addition, the course website provides supplemental readings for further information about course topics. The citation for the full textbook is listed below:


Assuming you are using a single chapter from the book, and not the entire book, you would cite an individual chapter as follows:


NOTE: Citations in the course schedule are in APA format, in case you are looking for an example of reference format to use in your papers.

Week 1 - Introduction 9/3-9/9

Required Readings:
1. HBHE Chapter 1
2. HBHE Chapter 2

ABSTRACT DUE Tuesday, September 10 by 11:55 pm

Week 2 - The Social Ecological Model & Health Belief Model 9/10-9/16

Required Readings:
1. HBHE Chapter 20
2. HBHE Chapter 3


Week 3 - Theory of Reasoned Action/Theory of Planned Behavior/Transtheoretical Model  9/17-9/23

Required Readings:
1. HBHE Chapter 4
2. HBHE Chapter 5
3. HBHE Chapter 7

LEARNING ACTIVITY 1 DUE Tuesday, September 24 by 11:55 pm

Week 4 - Social Cognitive Theory  9/24-9/30

Required Readings:
1. HBHE Chapter 8
2. Lytle, LA, Perry, CL. (2001). Applying research and theory in program planning: An example from a nutrition education intervention. *Health Promotion Practice*, 2, 68-80. (NOTE: article is in two parts)

LEARNING ACTIVITY 2 DUE Tuesday, October 1 by 11:55 pm.

Week 5 - Networks and Social Support/Stress & Coping  10/1-10/7

Required Readings:
1. HBHE Chapter 9
2. HBHE Chapter 10
3. HBHE Chapter 12

PAPER 1 (PSYCHOSOCIAL MODEL) DUE Tuesday, October 8 by 11:55 pm
Week 6 - Community Approaches & Community Organizing  10/8-10/14

Interview (video link embedded at course website): Traci Toomey on Organizing Community Alcohol Prevention Campaigns

Required Readings:

1. HBHE Chapter 13
3. HBHE Chapter 15
4. HBHE Chapter 17

LEARNING ACTIVITY 3 DUE Tuesday, October 15 by 11:55 pm

Week 7 - Diffusion of Innovations and Social Marketing  10/15-10/21

Required Readings:

1. HBHE Chapter 14
2. HBHE Chapter 16
3. HBHE Chapter 19

PAPER 2 (COMMUNITY APPROACHES) Tuesday, October 22 by 11:55 pm

Week 8 - Economic Approaches of Public Health  10/22-10/28

Required Readings:

Tuesday, October 29: OPTIONAL ONLINE MIDTERM COURSE EVALUATION. Please give us some feedback! The evaluation is found under the Week 5 header (Midterm Feedback link) on the course website. You are not graded on this evaluation, and it is not a requirement for the course. All responses to this evaluation are anonymous. Your feedback will allow us to know how we’re doing so far this semester, and to make changes now or for future semesters as needed to improve the course.

Week 9 - Economic Approaches: Gun Control & Vaccines  10/29-11/4

Required Readings:


Week 10 - Economic Approaches: Obesity  11/5-11/11

Required Readings:


LEARNING ACTIVITY 4 DUE Tuesday, November 12 by 11:55 pm
Week 11 - Introduction to Public Health Policy  11/12-11/18

Required Readings:

1. U.S. Constitution

PAPER 3 (ECONOMIC FACTORS) DUE Tuesday, November 19 by 11:55 pm

Week 12 - Public Health Law  11/19-11/25

Interview (video link posted at course website): Hubert H. (Skip) Humphrey III on the Role of the Attorney General in Public Health

Required Readings:


Week 13 - Theories of Interest Groups  11/26-12/2

Required Readings:


LEARNING ACTIVITY 5 DUE Tuesday, December 3 by 11:55 pm

Week 14 - The Role of Policy Analysis  12/3-12/9

Required Readings:

Week 15 - No Lesson  12/10

PAPER 4 (POLICY APPROACH) DUE Tuesday December 10 by 11:55 pm

VI. Evaluation and Grading

Students will be evaluated through multiple written assignments. Final grade will be assessed on a 200-point scale.

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<tr>
<th>Assignment</th>
<th>Point</th>
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<tbody>
<tr>
<td>Abstract</td>
<td>5</td>
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<tr>
<td>One written assignment (paper) per unit, 30</td>
<td>120</td>
</tr>
<tr>
<td>Learning Activities (5 activities, 15 points each)</td>
<td>75</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
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</tbody>
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Each assignment is due to the course website by 11:55 PM Central Time on the due date; any assignment submitted at 12:00 AM or beyond will be considered late.

One (1) point will be deducted for each day the abstract or a learning activity is late. Two (2) points will be deducted for each day a paper is late. We **will not accept** any assignments after they are seven (7) days late. The course instructor and TA will be grading these assignments using specific grading criteria to ensure a standard process for all.

If you anticipate having difficulty meeting due dates due to unusual circumstances, you **must** make arrangements with your grader **at least 24 hours in advance of the due date** to be eligible for full credit for your work. If these circumstances are voluntary (e.g., planned vacation or other commitment that overlaps with an assignment due date), you should complete an assignment **before** the planned travel or other event.

Once you have completed all of the assignments and received grades on each, you will have the option of dropping your lowest grade for both the written assignment (paper) and learning activity. We will then average your remaining grades and use that average to compute your missing grade in order to avoid late penalties. We are always flexible with students who have documented disabilities, illnesses, or family emergencies.

The instructor and TA will grade all assignments and return feedback to students as quickly as possible. All assignment deadlines are set so that the instructor and TA are able to return feedback before another related assignment is due.

Grades will be based on the following scale:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
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<tr>
<td>A-</td>
<td>90 - &lt;93</td>
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<tr>
<td>B+</td>
<td>87 - &lt;90</td>
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<td>B</td>
<td>83 - &lt;87</td>
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<td>D</td>
<td>63 - &lt;67</td>
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<tr>
<td>D-</td>
<td>60 - &lt;63</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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</table>
For Masters of Public Health (MPH) students: This course is designated as part of the public health core requirement and effective Fall 2005, MPH students must take this course for a letter grade (A-F). MPH students will be required to achieve no less than a B-grade in each of the public health core courses.

Course Evaluation
Beginning in fall 2008 the SPH will collect student course evaluations electronically using a software system called CoursEval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts
A grade of incomplete (“I”) shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy
A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.
Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information.

**Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies**

Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment found at [www.umn.edu/regents/polindex.html](http://www.umn.edu/regents/polindex.html).

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the SPH Associated Dean for Academic Affairs, who may file a report with the University’s Academic Integrity Officer.

The University's Student Conduct Code defines scholastic dishonesty as “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; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis."

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic misconduct: [http://www.policy.umn.edu/groups/ppd/documents/Policy/AcademicMisconduct_pol.cfm](http://www.policy.umn.edu/groups/ppd/documents/Policy/AcademicMisconduct_pol.cfm) or University library information regarding proper citation: [http://tutorial.lib.umn.edu/infomachine2367.html](http://tutorial.lib.umn.edu/infomachine2367.html)

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to [http://tutorial.lib.umn.edu/](http://tutorial.lib.umn.edu/) and click on “Citing Sources”.

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

If you have any questions, consult the instructor.

**Disability Statement**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).
Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu