PUBH 6020

Fundamentals of Social & Behavioral Science (in-class)
Fall 2019

COURSE & CONTACT INFORMATION

Credits: 2 credits
Meeting Day: Tuesday, Thursday
Meeting Time: 11:15 AM - 01:10 PM
Meeting Place: Malcolm Moos Health Sciences Tower, Room 5-125

Instructor: Toben F. Nelson
Email: tfnelson@umn.edu
Please use PubH 6020 in the Subject line for prompt attention. Responses within 24 hours.
Office Phone: 612-626-9791
Office Hours: By appointment. Use Google Calendar
Office Location: West Bank Office Building, Room 391

COURSE DESCRIPTION

This course fulfills behavioral science core requirements for MPH students and is open to any graduate student with interest in the material. This course covers essential content in addressing social and behavioral science concepts for application across public health domains. Material will address theories and applications in public health. The course will focus on three major approaches to public health problems:

- **Psychosocial.** The psychosocial unit will include exposure to multiple behavioral theories and application of theory in understanding etiology and planning interventions.
- **Community.** The community unit will include a review of community change concepts and theories and exposure to community organizing techniques.
- **Economics and Policy.** The economics and policy unit will address such functions as supply and demand, opportunity costs, costs versus benefits, and intended vs. unintended consequences in examining the role of economics and policy change in decision-making about public health.

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

ACKNOWLEDGMENTS

PubH 6020 was developed with the contributions of numerous instructors. Drs. Rhonda Jones-Webb, Harry Lando, Jennifer Linde, and Toben Nelson in the Division of Epidemiology & Community Health all had significant roles in conceptual and content development for the current course and are responsible for teaching the course throughout the academic year. Former faculty/instructors, including Drs. Moscovice, Finnegan, Blewett, Feldman and Oberg, all had roles in either the conceptual development or actual content of the current course, and are acknowledged for their contributions. The SPH Office of E-Learning Services made significant contributions to the format and delivery of this course.

COURSE PREREQUISITES

Enrolled in SPH degree or certificate program or other graduate program; postbaccalaureate status. Please note that the Community Health Promotion (CHP) and Public Health Nutrition (PHN) programs in the Division of Epidemiology and Community Health offer more extensive courses that are required for the degree program that also fulfill the behavioral science core requirement. CHP and PHN may take PubH 6020 as one of their elective courses, but it will not substitute for their program required course in behavioral science.
COURSE GOALS & 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 principles to public health;
- 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.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

Course Workload Expectations
PubH 6020 is a 2 credit course offered during the first half of the Fall Semester. The University expects that for each credit, you will spend three hours per week attending class or comparable online activity, reading, studying, completing assignments, etc. over the course of a 15-week term. This course requires approximately 90 hours of effort spread over the course of the term in order to earn an average grade. In an average week for this course, the expectation is that students will spend approximately 4 hours in class and 8 hours outside of class, although some weeks may require more and some weeks may require less.

Learning Community
School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. Many of our courses also ask students to work in teams or discussion groups. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

In this course, students are expected to engage with each other in respectful and thoughtful ways.

In group work, this can mean:
- Setting expectations with your groups about communication and response time during the first week of the semester (or as soon as groups are assigned) and contacting the instructor if scheduling problems cannot be overcome.
- Setting clear deadlines and holding yourself and each other accountable.
- Determining the roles group members need to fulfill to successfully complete the project on time.
- Developing a rapport prior to beginning the project (what prior experience are you bringing to the project, what are your strengths as they apply to the project, what do you like to work on?)

In group discussion, this can mean:
- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion points as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the Student Conduct Code (https://z.umn.edu/studentconduct).

Types of Assignments
The assignments for the course will consist of:
- 10 Class Preparation Activities
- 1 Topic Brief
- 4 Case Study Activities, and;
- 3 Concept Applications

The Class Preparation Activity is a short (1/2 - 1 page) written exercise that is intended to help you organize your thoughts, raise questions, allow you to engage with the reading, and prepare for class discussion. The activity should not simply be a summary of the article. In each activity you should provide brief sentences or bullet points that address the following points:

1. Identify 3-4 main ideas that you took from the readings/activities
2. Identify 2-3 ideas that you would like to discuss further
3. Identify 1 idea from the readings that you can apply to a topic in Public Health that interests you and describe how it might apply.
You are encouraged to have a copy of your Class Preparation Activity available during class to help guide class discussion and use it to directly inform the three Concept Application exercises.

Each Class Preparation Activity is worth 2 points. There are 12 opportunities to earn points for Class Preparation Activities. You can earn a total of up to 20 points for Class Preparation Activities. You can choose to write a Class Preparation Activity on the readings for any of the course lectures, except for the readings associated with the Small Group Learning Activities.

The Class Preparation Activity is due at the beginning of class time and should be submitted on the course website.

Case Study Activities

One of the major objectives of this course is to enable students to apply social and behavioral science concepts and theories to public health issues within their own discipline and specific field of practice. There will be four in-class case study activities in the course. Each case study activity will be completed as an in-class group assignment and will be worth 5 points each for a total of 20 points. Students will work through each case collaboratively and submit a brief report describing their group discussion. Specific feedback will not be provided unless requested. Each case study activity is an opportunity for students to practice application of skills and concepts learned in readings, class preparation materials, and lecture. Three of the small group activities are specifically designed to work through the material students are expected to apply directly to the Concept Application assignments. Assignment details will be discussed during class and available on the course website.

Concept Application Assignments

The concept application assignments will consist of a topic brief (abstract) and three written assignments, 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 topic brief, and they will write about that topic throughout the semester. These assignments are completed and graded individually.

A Topic Brief outlining your chosen public health topic will be the basis for your Concept Application exercises. For this assignment, you will identify a public health topic that is of interest to you. In the Topic Brief please describe why the topic is of interest to you, identify the population affected and discuss the topic's public health significance. The topic brief should address the following:

• identify your chosen public health topic area
• provide details on the significance of your topic
• describe what is known about the etiology
• identify a population (or populations) affected by your public health topic.

The Topic Brief should be approximately 200-400 words. The Topic Brief will not be graded. You can use the information to get feedback on the appropriateness of your topic for the Concept Application assignments and use the text in writing your Concept Application exercises.

You will use the topic in assignments applying the three major areas of the course, i.e., psychosocial approaches, community engagement, economics and public policy. Be as specific as possible about your topic. For example, “obesity” is very broad and can be narrowed down to focus on physical activity or nutrition, obesity among youth, obesity among adults, etc. Select one aspect of your topic, or a particular population affected by your topic, to focus on for your Concept Application assignments.

Good resources for the background and significance section are:

- The World Health Organization - http://www.who.int/
- Healthy People 2020 - http://www.healthypeople.gov/
- The Centers for Disease Control and Prevention - http://www.cdc.gov/
- The National Institutes of Health - http://www.nih.gov/
- The Institutes of Medicine - http://www.iom.edu/
- Minnesota Department of Health - http://www.health.state.mn.us/

If you have trouble identifying a public health topic (or narrowing one down), please talk to the Primary Instructor in advance of the due date.

Instructions for the Concept Application Assignments

Unit 1 Concept Application: Applying Psychosocial Theories

Select one of the theories listed below:

- Health Belief Model
- Theory of Planned Behavior/Theory of Reasoned Action
In a short answer format:
- Identify the health topic you selected using text developed in your Topic Brief
- Identify a population impacted by the health topic you selected
- Identify the theory you selected and define all of the main constructs (4 points)
- Include a conceptual model (figure) of how the constructs are related (2 points)
- Provide an example of each of the main constructs of the theory you selected within your chosen health topic (6 points)
- Describe how you would apply those constructs to develop an intervention to promote change in the health topic you have selected (5 points)
- Identify the limitations of the theory in general and with respect to your proposed intervention specifically (3 points)

Unit 2 Concept Application: Community Engagement

In a short answer format:
- Identify the health topic you selected using text developed in your Topic Brief
- Identify and describe a community that is impacted by your selected health topic (1 point)
- Describe how the community is impacted by the health topic you have selected and why engaging that community can advance change (3 points)
- Describe how you would assess the needs of your chosen population (3 points)
- Describe an intervention to improve health on the topic and in the community you have selected using concepts from Diffusion of Innovations and/or Social Marketing (8 points)
- Identify specific partners within your selected community and describe why they would be good partners to advance change within the community (3 points)
- Describe how you would develop those community partnerships and how you would engage the community using the lessons on community approaches and/or organizing (2 points).

Unit 3 Concept Application: Economics and Policy Implications

In a short answer format:
- Identify the health topic you selected using text developed in your Topic Brief
- Describe the following economic concepts and discuss how they can impact the health topic and population you selected: supply and demand, costs and benefits, positive and negative externalities (5 points)
- Identify and describe a policy, including strengths and limitations and the policy level, you think should be implemented to address your public health topic (5 points)
- Identify who will cover the costs and who will experience the benefits of your policy and describe why that is defensible (4 points)
- Identify one or more key interest groups that would be helpful for passing your proposal and why they can be helpful. Identify one or more interest groups that would oppose your proposal. Describe why they would oppose your proposal and strategies to overcome that opposition (3 points)
- Identify and describe at least 2 potential factors that may improve the likelihood that your policy intervention will be successfully implemented (3 points)

Using the Grading Rubric
The description for each Concept Application assignment (above) provides a rubric that identifies how points will be distributed for grading purposes. You will earn full points in each section for writing that is accurate, structured, complete, and appropriately applied to your topic.

Concept Applications are due on Mondays by noon.

**COURSE TEXT & READINGS**

Students are expected to complete the assigned readings for all classes prior to the lesson in which they will be covered and be prepared to participate in class discussion about the readings. Course readings are available on the course website, as class handouts or through the University of Minnesota library. You can search using PubMed, Google Scholar or ISI Web of Knowledge and locate the articles using the FindIt@U of M Twin Cities link.

The required text is:
This publication is posted on the course website and can be accessed at the following link from the National Cancer Institute: https://cancercontrol.cancer.gov/brp/research/theories_project/theory.pdf
It is also widely available for no cost on the internet. If you prefer to have a hard copy you can order one for a nominal cost from any of several different online sources.


This text is not required. However, it does provide excellent background for many of the course topics and content in Units 1 and 2 and further elaborates on material presented in Theory at a Glance. The text also can serve as an excellent resource for future careers in public health. Students are encouraged to purchase and use the text as a resource during the course. Recommended readings from the text are noted below in the summary for each class session.

This course uses journal articles, which are available via the University Libraries’ E-Reserves and will be linked from the course site. It is good practice to use a citation manager to keep track of your readings. More information about citation managers is available at https://www.lib.umn.edu/pim/citation.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Class Preparation</th>
<th>Activities/Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>September 3</td>
<td>Introduction to social and behavioral sciences in public health</td>
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<td>Introductions</td>
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<td>Case Study Activity 1:</td>
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<td>September 5</td>
<td>Social Science, Distributions of Disease and Public Health</td>
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<td>• Vos T, Barber RM, Bell B, Bertozzi-Villa A, Biryukov S, Bolliger I,</td>
<td>Required Reading for each group due following class in</td>
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<td>&amp; Abbafati, C. (2015). Global, regional, and national incidence,</td>
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<td>prevalence, and years lived with disability for 301 acute</td>
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<td>and chronic diseases and injuries in 188 countries, 1990–2013:</td>
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<td>a systematic analysis for the Global Burden of Disease Study</td>
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<td>Available at: <a href="http://www.bloomberg.com/dataview/2014-04-17/how-">http://www.bloomberg.com/dataview/2014-04-17/how-</a></td>
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<td>• Institute for Health Metrics and Evaluation (IHME). *Life Expectancy</td>
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<td>&amp; Probability of Death Visualization*. Seattle, WA: IHME,</td>
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<td>University of Washington, 2016. Available at:</td>
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<td><a href="http://www.healthdata.org/data-visualization/life-expectancy-">http://www.healthdata.org/data-visualization/life-expectancy-</a></td>
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<td>• Glanz, Rimer &amp; Viswanath (eds.) (2015) Health Behavior: Theory,</td>
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<td>Research and Practice (HBTRP), Ch 1</td>
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<td>Week 2</td>
<td>September 10</td>
<td>Public Health Frameworks</td>
<td>Required Reading</td>
<td>Topic Brief</td>
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<td>• Rimer BK, Glanz K. Theory at a Glance – A Guide for Health</td>
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<td>Promotion Practice (2nd edition), US Department of Health and</td>
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<td>Human Services, National Institutes of Health, National Cancer</td>
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<td>Institute. NIH publication no. 05-3896. 2005. <em>(TAAG)</em></td>
<td>Due at the beginning of</td>
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<td>Available at: <a href="https://cancercontrol.cancer.gov/brp/research/">https://cancercontrol.cancer.gov/brp/research/</a></td>
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<td>• Part I: Foundations of Theory in Health Promotion and Health</td>
<td>In-class Activity</td>
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<td>Behavior, pp. 3-7.</td>
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<td>• The Ecological Perspective: A Multilevel, Interactive Approach,</td>
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<td>pp. 10-12.</td>
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<td>• Rose G. (2001) Sick individuals and sick populations. *International</td>
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<td>September 12</td>
<td>What are theories &amp; how they are applied?</td>
<td>What is a Public Health intervention?</td>
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<td><strong>Required Video</strong></td>
<td>Sir Michael Marmot: Social Determinants of Health (2014 WORLD.MINDS) Zurich, December, 2014 (23 minutes) Available at: <a href="https://youtu.be/h-2bf205upQ">https://youtu.be/h-2bf205upQ</a></td>
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| September 17 | Health Belief Model | Expectancy-Value Theories
Risk Perception |
| **Week 3** | **Required Reading** | TAAG
- Health Belief Model, pp. 13-14
- Theory of Planned Behavior, p. 16-18
<p>| | <strong>Recommended Reading</strong> | HBTRP Ch 3 |
| <strong>Class Preparation Activity #3</strong> | Due at the beginning of class – submit on course web |
| | In-class Activity on Interventions | <strong>Class Preparation Activity #4</strong> | Due at the beginning of class – submit on course web |</p>
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<tr>
<th>Date</th>
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<th>Required Reading</th>
<th>Recommended Reading</th>
<th>Class Preparation Activity #5</th>
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| September 19 | Transtheoretical Model  
Social Cognitive Theory                  | Required Reading                                                                                     |                                     | Class Preparation Activity #5 Due at the beginning of class – submit on course website |
|            |                                                                      | • TAAG                                                                                | • Stages of Change Model, p. 15  
• Social Cognitive Theory, pp. 19-22  
http://www.prochange.com/transtheoretical-model-of-behavior-change  
| Week 4     | September 23                                                         | Recommended Reading                                                                                   |                                     | Concept Application (Paper) 1: Psychosocial Model Due by noon – submit on course website |                                     |
| September 24 | Community approaches to public health intervention                 | Required Reading                                                                                     | • HBTRP Ch 9                                                                         | Class Preparation Activity #5 Due at the beginning of class – submit on course web |
|            |                                                                      | • TAAG                                                                                |                                     | In-class Activity on Community-based interventions                                      |
|            |                                                                      | • Community Level and Community Organization and Other Participatory Model, pp. 22-27                |                                     |                                                                                         |
|            |                                                                      | Exercise                                                                                             | • Review the County Health Rankings Project page at:  
http://www.countyhealthrankings.org/  
• Look up three counties you have lived in or visited.  
• Review the website on Designing Healthy Communities at:  
http://designinghealthycommunities.org/  
• Read at least 2 articles and view at least 4 videos |                                                                                         |
|            |                                                                      | Required Video                                                                                       | • Ravenell J. How barbershops can keep men healthy. TED Talk, February 2016. Available at:  
https://www.ted.com/talks/joseph_ravenell/how_barbershops_can_keep_men_healthy |                                                                                         |
|            |                                                                      | Recommended Reading                                                                                   | • HBTRP Ch 14                                                                        |                                                                                         |
| September 26 | Community organizing  
Guest Instructor:  
Course handouts  
• Chapter 2, The Fundamentals of Direct Action Organizing, pp. 5-26  
• Chapter 3, Developing a Strategy, pp. 29-43  
• Chapter 4, A Guide to Tactics, pp. 45-57 | Class Preparation Activity #6 Due at the beginning of class – submit on course web |
### Week 5  
**October 1**  
**Diffusion of Innovations**  
**Social marketing**

#### Required Reading
- **TAAG**
  - Diffusion of Innovations, pp. 27-28

#### Recommended Reading
- HBTRP Ch 14, 16, 21

#### Recommended Video
- Everett Rogers. “Diffusion of Innovations” Acceptance presentation, Converse Award for Marketing at University of Illinois at Urbana-Champaign, April 30, 2004. Available at: [YouTube](https://youtu.be/j1uc7yZH6eU)

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### Week 6  
**October 7**

#### Social networks and health  
**Stress and Coping**

#### Required Reading

#### Recommended Reading
- HBTRP Ch 11, 12, 13

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**Class Preparation Activity #7**  
Due at the beginning of class – submit on course web

**In-class Activity on Social Marketing**  

**Class Preparation Activity #8**  
Due at the beginning of class – submit on course web

**Case Study Activity 3: Community organizing (Tillery)**  
Report for each group due following class in hard copy or via email to Instructor

**Concept Application (Paper) 2: Community Approaches**  
Due by noon – submit on course website
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<th>Date</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Class Preparation Activity</th>
<th>Notes</th>
</tr>
</thead>
</table>
  - Explore one area under each of the pull-down menus at the top of the page

| October 21 | Due at the beginning of class – submit on course web
Case Study Activity 4: Policy and advocacy (gun control)
Report for each group due following class in hard copy or via email to Instructor

| Concept Application (Paper) 3: Economics and Policy
Due by noon – submit on course website |
SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

[Enter a detailed statement of the basis for grading here. Include a breakdown of course components and a point system for achieving a particular grade. Include expected turnaround time for grading/feedback. Please refer to the University’s Uniform Grading Policy and Grading Rubric Resource at https://z.umn.edu/gradingpolicy]

Grading Scale
The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

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<tr>
<th>% In Class</th>
<th>Grade</th>
<th>GPA</th>
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<td>A</td>
<td>4.000</td>
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<td>90 - 92%</td>
<td>A-</td>
<td>3.667</td>
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<td>87 - 89%</td>
<td>B+</td>
<td>3.333</td>
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<td>83 - 86%</td>
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<td>3.000</td>
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<tr>
<td>80 - 82%</td>
<td>B-</td>
<td>2.667</td>
</tr>
<tr>
<td>77 - 79%</td>
<td>C+</td>
<td>2.333</td>
</tr>
<tr>
<td>73 - 76%</td>
<td>C</td>
<td>2.000</td>
</tr>
<tr>
<td>70 - 72%</td>
<td>C-</td>
<td>1.667</td>
</tr>
<tr>
<td>67 - 69%</td>
<td>D+</td>
<td>1.333</td>
</tr>
<tr>
<td>63 - 66%</td>
<td>D</td>
<td>1.000</td>
</tr>
<tr>
<td>&lt; 62%</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

<table>
<thead>
<tr>
<th>Evaluation/Grading Policy</th>
<th>Evaluation/Grading Policy Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholastic Dishonesty, Plagiarism, Cheating, etc.</td>
<td>You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means 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; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the Student Conduct Code). For additional information, please see <a href="https://z.umn.edu/dishonesty">https://z.umn.edu/dishonesty</a>. The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <a href="https://z.umn.edu/integrity">https://z.umn.edu/integrity</a>. If you have additional questions, please clarify with your instructor. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam. Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (<a href="http://z.umn.edu/iuplagiarism">http://z.umn.edu/iuplagiarism</a>).</td>
</tr>
<tr>
<td>Late Assignments</td>
<td>Not accepted</td>
</tr>
<tr>
<td>Attendance Requirements</td>
<td>Students are expected to attend all class sessions.</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>No extra credit available</td>
</tr>
</tbody>
</table>
CEPH COMPETENCIES
<table>
<thead>
<tr>
<th>Competency</th>
<th>Course Learning Objectives</th>
<th>Course Assessment Strategies</th>
</tr>
</thead>
</table>
| C6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels. | • Understand the role of theoretical models and/or frameworks in shaping public health interventions  
• Apply models to explain health behavior decisions or cause/effect patterns  
• Develop intervention campaigns or programs based on theoretical models of behavior change, as applied to specific populations of interest | Class Preparation Activities  
Case Study Activity #1  
Case Study Activity #2  
Concept Application Activity #1  
Concept Application Activity #2 |
| C7. Assess population needs, assets and capacities that affect communities' health. | • Understand patterns of social connection and their influences on health  
• Learn about community change concepts  
• Learn about and apply community organizing techniques to areas of concern in public health  
• Develop communication campaigns to spread public health messages in social networks  
• Understand the role of a community organizer in the change process | Class Preparation Activities  
Topic Brief  
Case Study Activity #1  
Case Study Activity #2  
Concept Application Activity #1  
Concept Application Activity #2 |
| C8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs. | • Understand patterns of social connection and their influences on health  
• Learn about community change concepts  
• Learn about and apply community organizing techniques to areas of concern in public health  
• Develop communication campaigns to spread public health messages in social networks  
• Understand the role of a community organizer in the change process | Class Preparation Activities  
Topic Brief  
Case Study Activity #1  
Case Study Activity #2  
Case Study Activity #3  
Case Study Activity #4  
Concept Application Activity #1  
Concept Application Activity #2  
Concept Application Activity #3 |
| C9. Design a population-based policy, program, project or intervention. | • Understand the role of theoretical models and/or frameworks in shaping public health interventions  
• Apply models to explain health behavior decisions or cause/effect patterns  
• Develop intervention campaigns or programs based on theoretical models of behavior change, as applied to specific populations of interest | Case Study Activity #1  
Case Study Activity #2  
Case Study Activity #3  
Case Study Activity #4  
Concept Application Activity #1  
Concept Application Activity #2  
Concept Application Activity #3 |
| C12. Discuss multiple dimensions of the policy-making process, including the role of ethics and evidence. | • Understand the role of economics in developing, implementing, and evaluating public health programs  
• Explain the role of costs and benefits related to public health decision making  
• Analyze externalities related to public health decision making and policies  
• Relate concepts of supply and demand to public health Understand the policy process and apply it to a public health area of interest  
• Discuss the role of interest groups in public health decision making  
• Synthesize approaches across all units into a coordinated approach to behavior change in public health | Class Preparation Activities  
Case Study Activity #4  
Concept Application Activity #3 |
| C13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes. | **Class Preparation Activities**  
Case Study Activity #3  
Case Study Activity #4  
Concept Application Activity #2  
Concept Application Activity #3  
- Understand patterns of social connection and their influences on health  
- Learn about community change concepts  
- Learn about and apply community organizing techniques to areas of concern in public health  
- Develop communication campaigns to spread public health messages in social networks  
- Understand the role of a community organizer in the change process  
- Understand the role of economics in developing, implementing, and evaluating public health programs  
- Explain the role of costs and benefits related to public health decision making  
- Analyze externalities related to public health decision making and policies  
- Relate concepts of supply and demand to public health  
- Understand the policy process and apply it to a public health area of interest  
- Discuss the role of interest groups in public health decision making  
- Synthesize approaches across all units into a coordinated approach to behavior change in public health  

| C14. Advocate for political, social or economic policies and programs that will improve health in diverse populations. | **Class Preparation Activities**  
Topic Brief  
Case Study Activity #3  
Case Study Activity #4  
Concept Application Activity #2  
Concept Application Activity #3  
- Understand the role of economics in developing, implementing, and evaluating public health programs  
- Explain the role of costs and benefits related to public health decision making  
- Analyze externalities related to public health decision making and policies  
- Relate concepts of supply and demand to public health  
- Understand the policy process and apply it to a public health area of interest  
- Discuss the role of interest groups in public health decision making  
- Synthesize approaches across all units into a coordinated approach to behavior change in public health  

| C15. Evaluate policies for their impact on public health and health equity. | **Class Preparation Activities**  
Case Study Activity #3  
Case Study Activity #4  
Concept Application Activity #3  
- Understand the role of economics in developing, implementing, and evaluating public health programs  
- Explain the role of costs and benefits related to public health decision making  
- Analyze externalities related to public health decision making and policies  
- Relate concepts of supply and demand to public health  
- Understand the policy process and apply it to a public health area of interest  
- Discuss the role of interest groups in public health decision making  
- Synthesize approaches across all units into a coordinated approach to behavior change in public health  

| C18. Select communication strategies for different audiences and sectors. | **Class Preparation Activities**  
Case Study Activity #3  
Case Study Activity #4  
Concept Application Activity #2  
Concept Application Activity #3  
- Understand patterns of social connection and their influences on health  
- Learn about community change concepts  
- Learn about and apply community organizing techniques to areas of concern in public health  
- Develop communication campaigns to spread public health messages in social networks  
- Understand the role of a community organizer in the change process |
| C19. Communicate audience-appropriate public health content, both in writing and through oral presentation. | • Understand patterns of social connection and their influences on health  
• Learn about community change concepts  
• Learn about and apply community organizing techniques to areas of concern in public health  
• Develop communication campaigns to spread public health messages in social networks  
• Understand the role of a community organizer in the change process  
• Understand the role of economics in developing, implementing, and evaluating public health programs  
• Explain the role of costs and benefits related to public health decision making  
• Analyze externalities related to public health decision making and policies  
• Relate concepts of supply and demand to public health  
• Understand the policy process and apply it to a public health area of interest  
• Discuss the role of interest groups in public health decision making  
• Synthesize approaches across all units into a coordinated approach to behavior change in public health | Case Study Activity #1  
Case Study Activity #2  
Case Study Activity #3  
Case Study Activity #4  
Concept Application Activity #1  
Concept Application Activity #2  
Concept Application Activity #3 |