I. COURSE DOMAIN AND BOUNDARIES

The purpose of this course is to present fundamentals of social and behavioral science as a framework for using evidence-based approaches in addressing population health issues. Students will learn the role of social determinants of health problems, and theoretical approaches to guide the design and evaluation of health interventions.

II. COURSE OBJECTIVES AND COMPETENCIES, AND PRACTICE BEHAVIORS

A. COURSE OBJECTIVES

1. Identify the principles and concepts of health behavior theories and models that are used in public health research and practice.
2. Apply theories and models in the design and evaluation of interventions to reduce public health problems.
3. Explain behavioral and psychological factors that affect a population’s health.
4. Select, critique, and apply appropriate health promotion theories for planning health promotion strategies.
5. Compare and contrast different health behavior models/theories and critically evaluate their empirical support, strengths and weaknesses.
6. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health).
7. Demonstrate knowledge of the “fundamental social causes” of health and illness.
8. Explain effects of environmental factors on a population’s health.
9. Explain biological and genetic factors that affect a population’s health.
10. Explain the social, political, economic determinants of health and how they contribute to population health and health inequities.

B. MPH FOUNDATIONAL KNOWLEDGE AND COMPETENCIES ADDRESSED IN THIS COURSE:

i. Foundational Knowledge

1. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health.
2. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
3. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
4. Explain the critical importance of evidence in advancing public health knowledge.

ii. Foundational Competencies

1. Select quantitative and qualitative data collection methods appropriate for a given public health context.
2. 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.
3. Assess population needs, assets and capacities that affect communities’ health.
4. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
5. Design a population-based policy, program, project or intervention.
6. Select methods to evaluate public health programs.
7. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
8. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
9. Evaluate policies for their impact on public health and health equity.
10. Apply negotiation and mediation skills to address organizational or community challenges.
11. Select communication strategies for different audiences and sectors.
12. Communicate audience-appropriate public health content, both in writing and through oral presentation.
13. Perform effectively on interprofessional teams.

C. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Determinants of Health Paper</td>
<td>C1, C2, C3, C5, C7</td>
<td>Knowledge/Skills/Cognitive Processes/Values</td>
</tr>
<tr>
<td>Individual Theory Take Home Exam</td>
<td>C6, C7, C8</td>
<td></td>
</tr>
<tr>
<td>Problem Statement and Background (Significance of the Problem/Review, Synthesize, and Identify Gaps in Literature/Characteristics of Target Population)</td>
<td>C4, C7</td>
<td>Knowledge/Cognitive Processes</td>
</tr>
<tr>
<td>Review and Critique of Previous Interventions &amp; Evidence (Identify interventions/Discuss theory base/Critique appropriateness and effectiveness)</td>
<td>C1, C3, C7, C9</td>
<td>Knowledge/Cognitive Processes/Values</td>
</tr>
<tr>
<td>Final Paper – Describe Theory-Based Intervention for Target Population</td>
<td>C2, C4, C7, C8, C9</td>
<td>Knowledge/Skills/Cognitive Processes/Values</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE ACTIVITIES</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying Social Network theory to health problems.</td>
<td>C7, C8</td>
<td>Knowledge/Cognitive Processes/Values</td>
</tr>
<tr>
<td>Understanding, applying and evaluating theory</td>
<td>C1, C4</td>
<td>Knowledge/Cognitive Processes/Values/ Skills</td>
</tr>
<tr>
<td>Applying Health Communication Theory and Social Marketing</td>
<td>C2, C8, C9</td>
<td>Knowledge/Cognitive Processes/Values/ Skills</td>
</tr>
<tr>
<td>Application of Biopsychosocial Model</td>
<td>C2, C3, C7</td>
<td>Knowledge/Cognitive Processes/Values</td>
</tr>
<tr>
<td>Application of Social Cognitive Theory</td>
<td>C2, C6, C7, C8</td>
<td>Knowledge/Cognitive Processes/Values</td>
</tr>
<tr>
<td>Application of Transtheoretical Model</td>
<td>C6, C7, C8</td>
<td>Knowledge/Skills</td>
</tr>
<tr>
<td>Application of Transactional Model of Stress and Coping</td>
<td>C7</td>
<td>Knowledge/Cognitive Processes</td>
</tr>
<tr>
<td>Understanding Social Determinants of Health</td>
<td>C2, C3, C4, C5, C6, C8</td>
<td>Knowledge/Skills/Cognitive Processes/Values</td>
</tr>
<tr>
<td>Theory-based Interventions for Target Population</td>
<td>C1, C4, C8, C9</td>
<td>Knowledge/Skills/Cognitive Processes/Values</td>
</tr>
</tbody>
</table>

### III. ORGANIZATION OF THE COURSE

This course will consist of lectures, from me and from guests, learning exercises, and discussion. Mastery of course objectives will be assessed through in-class participation, written assignments, and presentations.

### IV. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

**Student Handbook 2019**

**Accommodations:** If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the [Disability Resource Center](https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/), a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

**Pronouns:** The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: [https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/](https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/)

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the [Brown Communications Lab](https://www.brown.edu/Brown_Communications_Lab). If you would like help seeking
additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

V. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrath Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community...
Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI’s strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

VI. REQUIRED TEXTS / READINGS

Required Text:


Additional readings for the course are in the form of published, peer-reviewed articles or book chapters. These readings may be accessed through Canvas.

VII. ASSIGNMENTS AND GRADING CRITERIA

Grading will be based on class contribution and participation (10%), short paper (10%), group class facilitation (5%), theory exam (20%), problem statement, background, and target population (10%), review and critique of previous evidence (10%), final paper (25%), and final group presentation (10%).

For group assignments, you will work in a group with 3-4 other students for a total of 4-5 students per group. I will assign students to groups during the second week of class.

All written assignments should be double-spaced in 12-pt Times New Roman with one inch margins. All written assignments are to be uploaded to Canvas.

1) Class participation (10%). You are expected to attend all class sessions. In addition to class attendance, your participation in class discussion should reflect critical thinking, analysis and synthesis of the content presented during class and in the required readings.
2) Social determinants short paper (10% of grade). This paper will cover concepts related to population health, social determinants of health, and social context. Detailed guidelines will be provided. **Short Paper Due October 1st.**

3) Group class facilitation (5%). This assignment will focus on the application of theoretical concepts to be covered. Groups will be expected to provide an application for theories for a specific date based upon the readings for a particular session. Guidelines for the class facilitation assignment will be provided. **Due: TBD**

4) Theory exam (20%). There will be one in-class, closed book exam that will consist of closed and open ended questions. These questions require preparation by attending lectures, and reading the assigned chapters and articles. The exam questions are designed to reinforce key concepts and integrate and apply concepts to health promotion theory, intervention, and evaluation. The theory exam will primarily cover the Individual/Intrapersonal level theoretical models and information presented in the first half of the semester. **EXAM: November 19th.**

5) Problem statement, background, and target population (10%). Should include statement of the health problem, including a short review of the literature and discussion of the epidemiological data relevant to the health problem. Provide the rationale for your project (e.g. scope of the problem, consequences of the problem, what we know empirically about this problem in this population, and the gaps that should be addressed. Discuss a selected population that your group’s eventual proposed intervention will address. For example, what are the specific characteristics of the target population, including age, gender, income, education, and race/ethnicity? What other relevant characteristics must be considered in planning your theory-informed intervention for the selected population? **Group Assignment due October 22nd.**

6) Review and critique of previous evidence (10%). Identify previous interventions that have been developed in your group’s area. Discuss whether these interventions were guided by theories and if so, which theories were used. Also discuss whether the theories used were appropriate for the health behavior and target population. **Group Assignment due November 5th.**

7) Group presentation of intervention (10%): On the final day of class, student groups will present the main parts of their conceptual paper. Students will have a total of 10 minutes to present the statement of the problem, the community of concern, their proposed conceptual model and rationale for the development of this model as well as the core components of their approach. An additional 5 minutes will be allocated for a question and answer period. **Presentations on December 3rd.**

8) Final Group Paper (25%). This paper focuses on the development of a theory-based intervention for a real world (or close to real world) public health problem using theoretical concepts discussed in the course. Elements will include a schematic of your proposed conceptual model and should integrate the most relevant constructs of the theories/models to address the problem you have selected. You will be asked to discuss the constructs of the model and your rationale for including each component. Additionally, you will be expected to outline relationships among constructs, including mediating, moderating, and/or confounding influences. Based on your conceptual model, describe your intervention plan and the components of your intervention. (e.g. What will you do? What key personnel will be involved? Where will you conduct your project?) Be sure to describe your sample and recruitment strategy, procedures for data collection, description of dependent variable(s), measurement of core constructs and proposed evaluation plan. **Due December 10th.**

Grading of written assignments will take into account the quality of the writing as well as the content. Written material should be carefully proofread and errors (punctuation, typographical, spelling) corrected. Good writing requires a reiterative process that must be followed if quality is to improve. I strongly encourage you to read your paper several times and, if possible, have someone else proofread it.
References: Work will be graded based on the American Psychological Association (APA-6th edition) guidelines for references and citations. A reference list of all citations must be included for all written assignments when necessary. Be sure to use APA style consistently throughout the paper (see the Publication Manual of the American Psychological Association, 6th Edition).

Grading Scale:
94-100: A
90-93: A-
88-89: B+
82-87: B
80-81: B-
77-79: C+
74-76: C
70-73: C-
69 & below: F

Grades are assigned based on the following criteria: A grade of A is given for outstanding work that engages course materials with original thought and creativity or a mastery of technical skills. A grade of B is given for doing all of the work well. A grade of C is given for meeting all course requirements. To obtain a high grade, students must find the time to complete assignments in a way that integrates and extends readings, lectures, classroom discussions, and your own critical perspective on the topic.

VIII. ORGANIZATION OF THE COURSE

This course will consist of lectures, from me and from guests, learning exercises, and discussion. Mastery of course objectives will be assessed through in class participation, written assignments, and presentations.

IX. ROLE OF STUDENTS AND INSTRUCTOR

You will get out of this class as much as you put into it. My job is to facilitate your learning experience. As graduate students, you are expected to share in that process. Students are expected to attend class regularly and to participate in an interactive framework between students and professor. Students are expected to complete the readings prior to class and should be well prepared to participate in discussions and experiential learning assignments. Failure to attend class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. Punctuality is an important professional practice. Class will begin promptly at the listed start time.

The classroom is an opportunity to practice professional demeanor and mutual respect. We share the class as a time to learn in a safe and nonjudgmental environment. Consequently, disrespect toward others is not tolerated and will be handled directly and in the context in which it occurs.

In order to facilitate classroom communication and learning, phones, pagers, and other communication devices are restricted from being on or should be placed in ‘silent’ mode while in class. It is permissible to use laptops during lectures; however, they should be closed during other classroom activities to facilitate discussion.

Except in the case of extended emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date.

If students are concerned about their class performance, the professor is more than willing to work with them to help improve their understanding of the class material of the assignments prior to the end of the semester. Final
grades assigned in the course are not negotiable.

The ability to write in a professional manner is very important for public health professionals, social workers, and other graduate students. Written work must be typed, edited for grammatical, spelling and typographical errors.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic / Date</th>
<th>Assigned Readings</th>
</tr>
</thead>
</table>
| 1    | August 27 | Tuesday August 27  
• Introductions  
• Syllabus  
• Intake survey  
• Why are we here? |  
Introduction to Theory, Research, and Practice  
• Glanz et al. CH 1 – The Scope of Health Behavior and Health Education  
RESERVE  
• Glanz et al. CH 2 – Theory, Research, and Practice in Health Behavior and Health Education  
RESERVE |
| 2    | September 3 | Theories: Are they useful?  
• Centers for Disease Control and Prevention. Framework for program evaluation in public health. MMWR 1999;48(No. RR-11) (skim and use as a reference) | |
| 3    | September 10 | Social Determinants of Health  
*Film: Unnatural Causes |
| 4    | September 17 | Social Context & Stress & Coping Process  
• Glanz, K., & Schwartz, M.D. (2008). Stress, Coping, and Health Behavior. CH 10 in Glanz et al. RESERVE  
*Film- Stress- Portrait of a Killer |
| 5    | September 24 | Social Ecological Frameworks  
Social Networks & Social Support |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic / Date</th>
<th>Assigned Readings</th>
</tr>
</thead>
</table>
* In class activity |
|      | No Class        | *SDOH Short Paper Due *                                                                                                                                  |
| 7    | October 8       | **Social Cognitive Theory**  
**Community Based Frameworks**  
- Minkler, M., Wallerstein, N., & Wilson, N. (2008). Improving health through community organization and community building. CH 13 in Glanz **RESERVE**  
*Film- Lost Children of Rockdale County |
| 8    | October 15      | No Class                                                                                                                                               |
| 9    | October 22      | **Health Belief Model**  
**Theory of Reasoned Action/ Theory Planned Behavior**  
*Film- Contagion  
*Problem Statement, Background, and Target Population Due* |
| 10   | October 29      | **Transtheoretical Model**  
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic / Date</th>
<th>Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>November 5</td>
<td><em>Review and Critique of Previous Evidence Due</em></td>
</tr>
<tr>
<td></td>
<td>No Class</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>November 19</td>
<td>Theory Examination</td>
</tr>
<tr>
<td>14</td>
<td>November 26</td>
<td>No Class</td>
</tr>
<tr>
<td>15</td>
<td>December 3</td>
<td>Final Presentations</td>
</tr>
<tr>
<td>16</td>
<td>December 10</td>
<td>Final Papers Due</td>
</tr>
</tbody>
</table>