

**University of Florida  
College of Public Health and Health Professions**

**Course:**       **PHC 6406**  
                  **Psychological, Social, and Behavioral Issues in Public Health**  
                  **(3 credits)**  
                  **Fall, 2007**

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**TAs:**         Ashley Eckes and Kim Gokhale

**Course Overview:** This is the core social and behavioral sciences course for the MPH degree. There are three major goals for this course. (1) The Association of Schools of Public Health (ASPH) has drafted a list of competencies that all MPH students should be able to meet upon graduation. Our first goal is to address the 10 SBS competencies and to weave them in throughout the course (Competencies are on the last page of the syllabus.). (2) Our second goal is to explore how social and behavioral sciences theories and public health concepts and methods can be applied throughout the health-illness experience. (3) Our third goal is to promote an appreciation for the role of the social and behavioral sciences in public health and, perhaps, to encourage those of you in other tracks to seek additional training.

We will use a variety of instructional methods to meet these goals, including lectures, online discussions, prevention group work, class presentations, and journaling. The success of the course will depend heavily upon active participation by the students in the Discussion Boards. The Discussion boards are the place to express your ideas, and to clarify questions and issues. These discussions are the equivalent of class discussions and it is expected that professional respect and courtesy be the norm.

**Course Goals:**

The course goals are listed with the ASPH competencies in the attached table.

## Course Assignments:

1. **Prevention Project.** The course will use behavioral indicators listed in the *Healthy People 2010* report ([www.healthypeople.gov](http://www.healthypeople.gov)) as a starting point for the major course assignment. The class will be divided into groups during the second week – each group will have a **behavioral indicator** (physical activity, overweight/obesity, tobacco use, substance abuse, sexual behavior, suicide, depression, violence, or injury) and a **level of prevention** (primary, secondary, tertiary). Each group will be download a “starter package” that includes some information about the problem from *Healthy People 2010* and at least one article that illustrates a study or review applicable to the indicator/prevention level combination. Students will be asked to stay in their prevention group throughout the semester. The specific assignments for the prevention project include:
  - a. Brief written “executive summary” presentation of the prevention topic. **(10 points)** The summary should be approximately 5 pages long plus an annotated bibliography and resources /references. One member of the group should publish this submission on WebCT via the assignment tool for the class to view. Students will be encouraged to respond/comment and ask questions based on this executive briefing via the weekly discussion board.
  - b. Final prevention project presentation. **(10 points)** Students will create, in a group, a 15-20 minute PowerPoint presentation with an audio presentation. One member of the group should submit the PowerPoints for the presentation via the assignment tool no later than Monday, December 3<sup>rd</sup>. Groups will make live presentations of their project (following their PowerPoints) via an Internet meeting site call Elluminate. To become familiar with Elluminate go to [www.elluminate.com](http://www.elluminate.com) and request your own free V-Room and experiment with it. This will be a valuable tool for groups to “meet” and discuss projects.
  - c. Final prevention project paper – **(25 points)** Students will individually, and independent of the group, write and submit an approximately 10-page final paper, plus annotated bibliography and resources/references, on their group project. Although there may be overlap, it is expected that the final prevention paper be an opportunity to receive individual feedback. See an outline for this paper in the Assignment tool in WebCT.
2. **Journal.** Twelve weekly topics will be posed in the Assignment tool that integrate ideas from the readings and lectures. Students will write a one-page, typed discussion of the topic (approximately 250 to 300 words). Journal entries will be due weekly and should be submitted as a Word (2003 compatible) file in the appropriate assignment. Due dates are posted in the calendar portion of this syllabus, on the Calendar tool and in each individual learning module. Each of the 12 entries will be worth 3 points. **(36 total points)**
3. **Discussion boards.** Students are expected to participate every week in the weekly discussion boards, similar to participating in a group discussion environment. There will be weekly discussions on particular topics including critiques of selected articles. Participation in all of the fifteen discussion topical discussion boards contribute to a

total of 15 points for the total discussion grade. Grading and evaluation will be based on the following rubric. Students who post a discussion posting in Discussion boards 1 through 15 will be given 1 point in each discussion board where they post a well developed response the topical question or statement. Students are also encouraged to respond to other students' postings. **(15 points)**

4. **Cultural Illustration.** Each student will be asked to locate a cultural illustration of a topic discussed in a video lecture, discussion or in the readings (e.g., an article about teen driving perils in a magazine). Students will be asked to critique the cultural illustration in terms of its accuracy and quality in a one-page paper. This will be submitted in Word via the assignment tool in WebCT Vista4. **(4 points)**

Notes: More instructions and grading criteria will accompany the individual assignments. Students are expected to complete all reading assignments prior to viewing a lecture and be able to post appropriate discussions submissions.

**Assignments:**

1. Journal assignments 1-12	12 points	Due: weekly
2. Prevention group reports:		
a. Primary Prevention group reports*	10 points	Due: 10/4/07
b. Secondary Prevention group reports*	10 points	Due: 10/25/07
c. Tertiary Prevention group reports*	10 points	Due: 11/8/07
4. Final project:		
a. PowerPoint submissions (group)	**part of 4b points	Due: 12/3/07
b. Final project presentations (group)	**10 points	Live: 12/6&7/07
c. Final project paper (individual)	25 points	Due: 12/10/07
5. Cultural illustration	4 points	Due: 12/10/07
6. Discussion board participation	15 points	Due: Weekly

Total Points Possible: 100

\*Note: Students participate in only one prevention group report

**Grading Scale:** The final grade will be computed on the basis of the following assessments: 90.0-100 points = A; 85.0-89.9 points = B+; 80.0-84.9 points = B; 75.0-79.9 points = C+; 70.0-74.9 points = C; 65.0-69.9 points = D+; 60.0-64.9 points = D; Below 60 points = F

**Academic Integrity:** Each student is bound by the academic honesty guidelines of the University that state: "The students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code."

**And, each student, upon submission of an assignment, implies the pledge: : "On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

**Students with Disabilities:** Students with disabilities will be accommodated. Students must follow the written University procedure: "Students requesting classroom [or other] accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."

## **Readings**

Text book: Marks, DF, Murray, M, Evans, B, Willig, C, Woodall, C, & Sykes, CM (2005). *Health Psychology: Theory, Research, and Practice, Second Edition*. Thousand Oaks, CA: Sage Publications.

### ***And the following articles and websites in order of use:***

*All reading below are available via the UF Internet Library or at the course website.*

- (1) Peter Conrad & Valerie Leiter (2004). Medicalization, markets and consumers. *Journal of Health and Social Behavior*, 45, Extra Issue: Health and Health Care in the United States: Origins and Dynamics, 158-176.
- (2) Berry, D, Urban, A, & Grey, M. (2006). Understanding the Development and Prevention of Type 2 Diabetes in Youth (Part 1). *Journal of Pediatric Health Care*, 20, 3-10.
- (3) Lantz, P.M. et al. (1998). Socioeconomic factors, health behaviors, and mortality. *Journal of the American Medical Association*, 279, 1703-1708.
- (4) Stafford, M. et al. (2005). Gender differences in associations between health and neighborhood environment. *Social Science & Medicine*, 60, 1681-1692.
- (5) Cohen, S. & Lemay, E.P. (2007). Why would social networks be linked to affect and health practices? *Health Psychology*, 26, 410-417.
- (6) Williams, D.R. et al. (2003). Racial/Ethnic discrimination and health: Findings from community studies. *American Journal of Public Health*, 93, 200-208.
- (7) Kobus, K (2003). Peers and Adolescent Smoking. *Addiction*, 98 (Suppl 1) 37-55.
- (8) Mahalik, J.R. et al. (2007). Masculinity and perceived normative health behaviors as predictors of men's health behaviors. *Social Science & Medicine*, 64, 2201-2209.
- (9) Sayeed, S, Fishbein, M, Hornik, R, Cappella, J, & Ahern, RK (2005). Adolescent Marijuana Use Intentions: Using Theory to Plan an Intervention. *Drugs: education, prevention and policy*, 12, 19-34.

- (10) Armstrong, M.I. et al. (2005). Pathways between social support, family well being, quality of parenting, and child resilience: What we know. *Journal of Child and Family Studies*, 14, 269-281.
- (11) Curbow, B, McDonnell, KA, Dreyling, E, Hall, AF, Fitzgerald, S, & Ewart, CK (2005). Assessing Cardiovascular Reactivity in Working Women With the Social Competence Interview. *Journal of Women & Health*, 41, 51-68.
- (12) Caballero, B (2004). Obesity Prevention in Children: Opportunities and Challenges. *International Journal of Obesity*, 28, S90-S95.
- (13) Bryant, C.A. et al. (2007). Community-based prevention marketing: Organizing a community for health behavior intervention. *Health promotion Practice*, 8, 154-163.
- (14) Wilcox, S., et al. (2007). Increasing physical activity among church members. Community-based participatory research. *American Journal of Preventive Medicine*, 32, 131-138.
- (15) LaVeist, T.A. & Nuru-Jeter, A. (2002). Is doctor-patient concordance associated with greater satisfaction with care? *Journal of Health & Social Behavior*, 43, 296-306.
- (16) Zavestoski, S. et al. (2003). Patient activism and the struggle for diagnosis: Gulf War illnesses and other medically unexplained physical symptoms in the US. *Social Science & Medicine*, 161-175.
- (17) Curbow, B, Bowie, J, Garza, M, McDonnell, KA, Scott, LA, Coyne, CA, & Chiappelli, T (2004) Community-Based Cancer Screening Programs in Older Populations: Making Progress But Can We Do Better? *Preventive Medicine*, 38, 676-693.
- (18) Becker, AE, Franko, DL, Nussbaum, K, & Herzog, DB (2004). Secondary Prevention for Eating Disorders: The Impact of education, Screening, and Referral in a College-Based Screening Program. *International Journal of Eating Disorders*, 36, 157-162.
- (19) Eiser, A.R. & Ellis, G. (2007). Viewpoint: Cultural competence and the African American experience with health care: The case for specific content in cross-cultural education. *Academic Medicine*, 82, 176-183.
- (20) Mahon, SM (2005). Tertiary Prevention: Implications for Improving the Quality of Life of Long-Term Survivors of Cancer. *Seminars in Oncology Nursing*, 21, 260-270.
- (21) McNeely, ML, Campbell, KL, Rowe, BH, Klassen, TP, Mackey, JR, & Courneya, KS (2006). Effects of Exercise on Breast Cancer Patients and Survivors: A Systematic Review and Meta-analysis. *Canadian Medical Association Journal*, 175, 34-41.

- (22) Eakin, E.G. et al. (2007). Resources for health: A primary-care-based diet and physical activity intervention targeting urban Latinos with multiple chronic conditions. *Health Psychology, 26*, 392-400.
- (23) Burns, J.J. et al. (2006). Managing the Adolescent with a chronic illness. *Psychiatric Annals, 36*, 714-718. ([Click here for printable copy of this reading.](#))
- (24) Fekete, E.M. et al. (2007). Couples' support provision during illness: The role of perceived emotional responsiveness. *Families, Systems, & Health, 25*, 204-217. ([Click here for a printable copy of this reading.](#))
- (25) Redman, B.K. (2007). Responsibility for control; ethics of patient preparation for self-management of chronic disease. *Bioethics, 5*, 243-250.
- (26) Smith, SL, & Tessaro, IA (2005). Cultural Perspectives on Diabetes in an Appalachian Population. *American Journal of Health Behavior, 29*, 291-301.
- (27) Duncan, J. et al. (2006). Program interventions for children at the end of life and their siblings. *Child and Adolescent Psychiatric Clinics of North America, 15*, 739-758.
- (28) Bingley, AF, McDermott, E, Thomas, C, Payne, S, Seymour, JE, & Clark, D (2006). Making Sense of Dying: A Review of Narratives Written Since 1950 by People Facing Death from Cancer and Other Diseases. *Palliative Medicine, 20*, 183-195.
- (29) Bullock, K (2006). Promoting Advance Directives among African Americans: A Faith-Based Model. *Journal of Palliative Medicine, 9*, 183-195.
- (30) Dorff, EN (2005). End-of-Life: Jewish perspectives. *Lancet, 366*, 862-865.
- (31) [www.cancercontrolplanet.cancer.gov](http://www.cancercontrolplanet.cancer.gov)
- (32) [www.thecommunityguide.org](http://www.thecommunityguide.org)
- (33) Zaza, S, Briss, PA, & Harris, KW (2005). *The Guide to Community Preventive Services: What Works to Promote Health?* (Introduction, pp. xxv-xxxvi). New York: Oxford University Press.
- (34) Kahn, EB et al. (2002). The Effectiveness of Interventions to Increase Physical Activity: A Systematic Review. *American Journal of Preventive Medicine, 22* (4S), 73-107. (**skim only**)

## Course calendar:

Date	Lecture	Topics to be presented/discussed
8/23/07 - 8/27/07		"Start Here" Module
<ul style="list-style-type: none"> <li>• Explore the "Start Here" module</li> <li>• Post a "Getting Acquainted" posting on the discussion board by Aug. 27</li> <li>• Familiarize yourself with Vista4, use the "Student Help Book"</li> </ul>		
8/27/07 - 9/2/07	1	Module 1
Assignments for Lecture 1: <ul style="list-style-type: none"> <li>• Readings: see Module 1</li> <li>• Lecture: View video lecture 1, part 1 &amp; 2</li> <li>• Discussion Board: Discussion Board 1, closes Sept. 4</li> </ul>		
9/3/07 - 9/9/07	2	Module 2
Assignments for Lecture 2: <ul style="list-style-type: none"> <li>• Readings: see Module 2</li> <li>• Lecture: View video lecture 2, part 1 &amp; 2</li> <li>• Discussion Board: Discussion Board 2, closes Sept. 11</li> </ul>		
9/10/07 - 9/16/07	3	Module 3
Assignments for Lecture 3: <ul style="list-style-type: none"> <li>• Readings: see Module 3</li> <li>• Lecture: View video lecture 3, part 1 &amp; 2</li> <li>• Discussion Board: Discussion Board 3, closes Sept. 18</li> </ul>		
9/17/07 - 9/23/07	4	Module 4
Assignments for Lecture 4: <ul style="list-style-type: none"> <li>• Readings: see Module 4</li> <li>• Lecture: View video lecture 4, part 1 &amp; 2</li> <li>• Discussion Board: Discussion Board 4, closes Sept. 25</li> <li>• Journal Entry 1, due Sept. 19</li> </ul>		
9/24/07 - 9/30/07	5	Module 5
Assignments for Lecture 5: <ul style="list-style-type: none"> <li>• Readings: see Module 5</li> <li>• Lecture: View video lecture 5, part 1 &amp; 2</li> <li>• Discussion Board: Discussion Board 5, closes Oct. 2</li> <li>• Journal Entry 2, due Sept. 26</li> </ul>		
10/1/07 - 10/7/07	6	Module 6
Assignments for Lecture 6: <ul style="list-style-type: none"> <li>• Readings: see Module 6</li> <li>• Lecture: View video lecture 6, part 1</li> </ul>		

<ul style="list-style-type: none"> <li>• Discussion Board: Discussion Board 6, closes Oct. 9</li> <li>• Journal Entry 3, due Oct. 3</li> <li>• Primary Prevention paper, due Oct. 4</li> </ul>		
10/8/07 - 10/14/07	7	Module 7
Assignments for Lecture 7: <ul style="list-style-type: none"> <li>• Readings: see Module 7</li> <li>• Lecture: View video lecture 7, part 1 &amp; 2</li> <li>• Discussion Board: Discussion Board 7, closes Oct. 16</li> <li>• Journal Entry 4, due Oct. 10</li> </ul>		
10/15/07 - 10/21/07	8	Module 8
Assignments for Lecture 8: <ul style="list-style-type: none"> <li>• Readings: see Module 8</li> <li>• Lecture: View video lecture 8, part 1 &amp; 2</li> <li>• Discussion Board: Discussion Board 8, closes Oct. 23</li> <li>• Journal Entry 5, due Oct. 17</li> </ul>		
10/22/07 - 10/28/07	9	Module 9
Assignments for Lecture 9: <ul style="list-style-type: none"> <li>• Readings: see Module 9</li> <li>• Lecture: View video lecture 9, part 1 &amp; 2</li> <li>• Discussion Board: Discussion Board 9, closes Oct. 30</li> <li>• Journal Entry 6, due Oct. 24</li> <li>• Secondary Prevention paper, due Oct. 25</li> </ul>		
10/29/07 - 11/4/07	10	Module 10
Assignments for Lecture 10: <ul style="list-style-type: none"> <li>• Readings: see Module 10</li> <li>• Lecture: View video lecture 10, part 1 &amp; 2</li> <li>• Discussion Board: Discussion Board 10, closes Nov. 6</li> <li>• Journal Entry 7, due Oct. 31</li> </ul>		
11/5/07 - 11/11/07	11	Module 11
Assignments for Lecture 11: <ul style="list-style-type: none"> <li>• Readings: see Module 11</li> <li>• Lecture: View video lecture 11, part 1 &amp; 2</li> <li>• Discussion Board: Discussion Board 11, closes Nov. 13</li> <li>• Journal Entry 8, due Nov. 7</li> <li>• Tertiary Prevention paper, due Nov. 8</li> </ul>		
11/12/07 - 11/18/07	12	Module 12
Assignments for Lecture 12: <ul style="list-style-type: none"> <li>• Readings: see Module 12</li> </ul>		

<ul style="list-style-type: none"> <li>• Lecture: View video lecture 12, part 1 &amp; 2</li> <li>• Discussion Board: Discussion Board 12, closes Nov. 20</li> <li>• Journal Entry 9, due Nov. 14</li> </ul>		
11/19/07 - 11/25/07	13	Module 13
<p>Assignments for Lecture 13:</p> <ul style="list-style-type: none"> <li>• Readings: see Module 13</li> <li>• Lecture: View video lecture 13, part 1 &amp; 2</li> <li>• Discussion Board: Discussion Board 13, closes Nov. 27</li> <li>• Journal Entry 10, due Nov. 21</li> </ul>		
11/26/07 - 12/2/07	14	Module 14
<p>Assignments for Lecture 14:</p> <ul style="list-style-type: none"> <li>• Readings: see Module 14</li> <li>• Lecture: View video lecture 14, part 1 &amp; 2</li> <li>• Discussion Board: Discussion Board 14, closes Dec. 4</li> <li>• Journal Entry 11, due Nov. 28</li> </ul>		
12/3/07 - 12/9/07	15	Module 15
<p>Assignments for Lecture 15:</p> <ul style="list-style-type: none"> <li>• Readings: see Module 15</li> <li>• Lecture: View video lecture 15, part 1 &amp; 2</li> <li>• Discussion Board: Discussion Board 15, closes Dec. 11</li> <li>• Journal Entry 12, due Dec. 5</li> <li>• PowerPoint files for Final Presentations due Dec. 3</li> <li>• Final Presentations, live on Dec. 6 &amp; 7</li> <li>• Final Project paper due Dec. 10</li> <li>• Cultural Illustration due Dec. 10</li> <li>• Course evaluations open Dec. 7-14</li> </ul>		

<b>ASPH Competency</b>	<b>PHC 6406 Course Objective</b>	<b>Modules</b>
1. Describe the role of social and community factors in both the onset and solution of public health problems.	O-1. To understand that the concepts of health, illness, and disease vary across groups. O-2. To use an ecological framework to describe the factors associated with illness and disease.	1,2,6,7,8,9,11
2. Identify the causes of social and behavioral factors that affect the health of individuals and populations.	O-3. To use an ecological framework to describe the factors that promote health. O-4. To describe how experiences within the health care system vary by patients' race, gender, ethnicity, and literacy.	1-5,8
3. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.	O-3. To use an ecological framework to describe the factors that promote health. O-5. To distinguish among primary, secondary, and tertiary prevention behavioral interventions. O-6. To understand the factors affecting decisions to seek traditional and alternative health care. O-7. To understand the factors that affect patients' treatment decision-making. O-8. To understand the factors affecting effective coping with chronic disease, dying, and death.	1-5,7,8,10,12,13
4. Apply ethical principles to public health program planning, implementation and evaluation	O-9. To understand ethical issues in primary, secondary, and tertiary prevention interventions, especially as they pertain to working with communities and vulnerable populations.	Throughout
5. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.	O-3. To use an ecological framework to describe the factors that promote health. O-2. To use an ecological framework to describe the factors associated with illness and disease. O-10. To understand the concepts of primary, secondary, and tertiary prevention. O-5. To distinguish among primary, secondary, and tertiary prevention behavioral interventions.	1-5,7
6. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.	O-11. To know some basic strategies for effectively working with diverse communities.	6,7,9,11
7. Use evidenced-based approaches in the development and evaluation of social and behavioral science interventions.	O-12. To understand how to assess the effectiveness of public health behavioral interventions.	14,15
8. Describe the merits of social and behavioral science interventions and policies.	O-10. To understand the concepts of primary, secondary, and tertiary prevention. O-5. To distinguish among primary, secondary, and tertiary prevention behavioral interventions. O-12. To understand how to assess the effectiveness of public health behavioral interventions.	6,9,11,14,15
9. Describe the steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.	O-10. To understand the concepts of primary, secondary, and tertiary prevention. O-5. To distinguish among primary, secondary, and tertiary prevention behavioral interventions. O-11. To know some basic strategies for effectively working with diverse communities. O-12. To understand how to assess the effectiveness of public health behavioral interventions.	6,7,9,11,14,15
10. Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies and interventions.	O-11. To know some basic strategies for effectively working with diverse communities.	6,14,15