Graduate School of Public Health
Department of Behavioral and Community Health Sciences
BCHS 2509: Social and Behavioral Sciences in Public Health
Summer 2019: 2197
3 credits; Monday pm – 2 – 4:50; A719 Crabtree

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Pronouns: she/her/hers

Introduction

This course provides an overview of the social and behavioral sciences in public health, with specific emphasis on the social ecological model. The course content is organized around competencies issued by the Council on Education in Public Health.

Course Rationale

New challenges from chronic and communicable diseases, environmental threats, and man-made and natural disasters continue to face public health.

Dramatic demographic shifts are occurring in the United States as well as around the world. In this time of dynamic change it is essential that decision-makers gain a better understanding of how to prevent, delay, or reduce the overall impact of chronic conditions on the health of the public.

Education in the traditional core areas of epidemiology, biostatistics, environmental health, public health biology and infectious diseases, and the social and behavioral sciences is essential for public health professionals. However, ***given the current state of the world and considering the future, the social and behavioral sciences, including the associated focus on social determinants of health, structural inequities, community-based participatory practice, and cultural sensitivity, are becoming increasingly important to those working in public health.***

In recent years there has been a growing recognition that the social and behavioral sciences play a critical role in public health practice and in public health academics and training. Disciplines such as anthropology,

psychology, sociology, and health education have emerged as important and essential subspecialties in both public health practice and research educational and training programs.

Public health professionals play a major leadership role in a range of systems. To be most effective they must look beyond biological risk factors to the complex nature of the influence of social, behavioral and environmental factors on the public's health and welfare.

Students in this class will learn how to use social and behavioral sciences theory and information to 1) examine public health problems from multiple points of view; 2) identify structural and systemic inequities; 3) conduct assessments using a strengths-based approach; 4) design SMART objectives to evaluate programs and policies; and 6) identify and engage appropriate stakeholders.

Course Objectives

By the end of this course students will be able to:

Explain an ecological perspective on health (CEPH Competency K12);

Explain behavioral and psychological factors that affect a population's health (CEPH Competency K9);

Explain the social, political and economic determinants of health and how they contribute to population health and health inequities (CEPH Competency K10);

Discuss how structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels (CEPH Competency 6);

Assess population needs, assets and capacities that affect communities' health (CEPH Competency 7);

Select and apply appropriate qualitative methods for collecting data related to health issues (CEPH Competency 2);

Analyze qualitative data and interpret it for research, policy and practice (CEPH Competencies 3 & 4);

Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (CEPH Competency 8);

Design SMART objectives to evaluate health promotion programs (CEPH Competency 11); and

Propose appropriate strategies identify stakeholders and build coalitions and partnerships for influencing public health outcomes (CEPH Competency 13).

Teaching Philosophy

My job is not to tell you the truth. There are many truths, depending on our experiences, attitudes, background and the context. My job is to create a safe environment in which you can explore topics that intrigue you and that may challenge you, with the goal of inspiring you to think beyond where you have thought before and to entertain perspectives with which you may not be familiar. I don't care that you think what I think, just that *you think.* I know some stuff, you know some stuff; I believe that you learn as much from each other as you learn from me, and that I learn as much from you as you learn from me. Learning comes from many places, so let's explore those places together.

Diversity

Students, faculty and guests in this course represent a broad range of beliefs, backgrounds and experiences. This diversity enriches our classroom experience and I urge you to express yourself and participate in class and during my office hours. Intellectual disagreement can be constructive and enlightening, as long as we respect one another, own our feelings and our viewpoints and agree that we are all allowed our points of view. If at any time you feel uncomfortable, please let me know, and we can talk about ways to address it.

Course Policies

Sexual Misconduct, Required Reporting, and Title IX:

The University is committed to combatting sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may be provided appropriate resources and support options. What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware: A list of the designated University employees who, as counselors and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here:
www.titleix.pitt.edu/report/confidentiality

An important exception to the reporting requirement exists for academic work. Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are

not required to be disclosed to the University's Title IX office.
If you are the victim of sexual misconduct, Pitt encourages you to reach out to these resources: • Title IX Office: 412-648-7860 • SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS) If you have a safety concern, please contact the University of Pittsburgh Police, 412-624-2121. Other reporting information is available here: www.titleix.pitt.edu/report-0.

Academic Integrity:

All students are expected to adhere to the school's standards of academic honesty. Cheating/plagiarism will not be tolerated. The Graduate School of Public Health's policy on academic integrity, which is based on the University policy, is available online in the Pitt Public Health Academic Handbook www.publichealth.pitt.edu/home/academics/academic-requirements. The policy includes obligations for faculty and students, procedures for adjudicating violations, and other critical information. Please take the time to read this policy.

Disabilities:

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 as early as possible in the term.

Cell Phones:

Please be courteous to the instructor and your fellow classmates and refrain from cell phone use during class. If you are expecting an emergency call, please ensure that your phone is set to vibrate and leave the classroom if you receive a call that you must answer.

Laptops:

Because this class relies heavily on class discussion and active participation, no laptops will be allowed in class except when course content requires devices. Those occasions will be announced.

Recording:

Students can audiorecord class *only with the permission of the instructor.*

Email:

I have a strict email policy. When initiating an email conversation with the instructor, you should always begin with "Dear/Hello/Hi/ Good Afternoon" and conclude by signing your full name. *Do not rely on your email address to indicate who you are.*

The subject line of the email should indicate what the email is about (e.g. Question about the Exam). Informal language (e.g. hey can you tell me my grade, thx, btw,) is unacceptable and emails containing it will not be answered. People make judgments about you based on how you communicate - it is important to write emails in a professional manner.

I will make a good-faith effort to respond to your email within 48 hours. **Please note: I take at least one weekend day off from email.**

Grading:

Grades will be assigned on the basis of participation/attendance, weekly papers, an in-class quiz, a multiple choice exam, and a group poster presentation/peer rating. The total number of points available in the course is 185 – your grade will be computed based on the total number of points you earn.

Participation will be gauged in part by your contributions to class discussion and your use of office hours. Of course you have to be in class to participate.

Weekly papers are due by 2 pm on the day noted in the course outline; late assignments will be assessed a 5% deduction for every late day. Assignments are submitted through CourseWeb (if you have issues submitting work, please let me know).

Each student will choose a public health issue, related behavior for a culture/country of interest to use throughout the semester for weekly assignments. For example, you might choose HIV/AIDS (health issue) and increased condom use (behavior) in Ghana or oral health (health issue) in rural PA and focus on children's tooth brushing activity (behavior). Through the weekly assignments you will apply the social ecological framework to your issue, identify behavioral/psychological factors contributing to this issue, discuss structural determinants related to the issue, and so forth. Exemplary papers are available on CourseWeb.

Assignment Expectations: Written assignments must include *your name* and are limited to *one page except where noted, minimum of 1.5-spaced and 1-inch margins*; may be bulleted lists if appropriate. Minimum 11-point font must be used (*serif* fonts preferred). Points will be taken off if these requirements are not met. Please check for proper grammar, spelling, punctuation and number agreement between nouns/verbs.

All references will be cited correctly. Citations must follow an accepted format, e.g., APA: http://owl.english.purdue.edu/owl/resource/560/05. Failure to use correct citations is a breach of academic integrity and you can be reported for this infraction. **Please note: MLA style is not acceptable.**

The quiz will be administered in class on the day noted in the course outline.

The **multiple choice exam** (30 pts) will take place in class; it is comprehensive *but will not test on readings*. It will take advantage of OMET's ability to grade

large numbers of scantrons almost instantaneously.☺☺ *Please bring your People Soft number and #2 pencil to class that day.*

You will be assigned to a group for the **poster presentation,** on a topic of the group's choice but *not* addressed by anyone in the group in the weekly assignments. Guidelines are provided on CourseWeb. Foam boards and easels will be provided for the presentation. Bring your own push pins. Fifteen points of the 35 points will come from peer ratings, completed by all group members and indicating the extent to which each member met her/his responsibilities and made contributions to the final product.

Attendance:
Attendance (20 pts) in class is an absolute necessity for this course. Though power point presentations will be used, they are for talking points only. A great deal of the learning in this course will be through class discussion, which occurs spontaneously and cannot possibly be scripted. If you have to miss a class, please inform me

prior to the absence (if possible); up to two excused absences will not be counted against you. You are responsible for getting notes from another student for any class you miss.

Grading Scale: *The instructor reserves the right to assign + and – grades.*

90% + = A
80-89% = B
70-79% = C
Below 70% = F

CourseWeb:
The course uses CourseWeb for class assignments, readings and enrichment materials. NO TEXT BOOK IS REQUIRED. CourseWeb is a web-based application. All course readings, sample papers and final poster presentation examples are available.

- Go to the web address*:* http://courseweb.pitt.edu
- "Log in" with your user name, type your password, then click "Log in."

Let's Begin!

Wk	Date	Topic(s)	Readings Due	Assignment Due/Activity
1	May 13	Introductions *Yeah, it's okay to ask the people.* Social Ecological Framework *Competency K12* *Anthropologists have been using this approach forever – it's called holism*	Syllabus Hong JS & Garbarino J. (2012). Risk and protective factors for homophobic bullying in schools: An application of the social-ecological framework. *Educ Psychol Rev* 24:271-285. Larios et al. (2009). An exploration of contextual factors that influence HIV risk in female sex workers in Mexico: The social ecological model applied to HIV risk behaviors. *AIDS Care* 21(10):1335-1342.	Let's get to know each other and talk about this stuff called Social and Behavioral Sciences Applying the social ecological framework
2	May 20	Behavioral and psychological factors affecting population health *Competency K9* *Some folks think it's all about the individual….*	Personal inventory activity Gardiner CK & Bryan AD. (2017). Monetary Incentive Interventions Can Enhance Psychological Factors Related to Fruit and Vegetable Consumption. *Ann Beh* Med. DOI 10.1007/s12160-017-9882-4. Miner, H. (1956). Body Ritual Among the Nacirema. *American Anthropologist* 58:3…	**Paper #1: Social ecological framework- 1 page (10 pts)** Identify and explain at least two specific factors on at least three levels of the social ecological framework relevant for your topic
3	May 27	NO CLASS	MEMORIAL DAY	**ENJOY!**

4	June 3	Structural bias, social inequities and racism *Competency 6* *This is the hard stuff….*	Blitstein R. Racism's Hidden Toll. *Miller-McCune*, July-August 2009. Pachankas JE, Hatzenbuehler ML, Hickson F, Weatherburn P, Berg R, Marcus U & Schmidt AJ. (2015). Hidden From Health: Structural Stigma, Sexual Orientation Concealment, and HIV Across 38 Countries in the European MSM Internet Survey. *AIDS* 29(10):1239-1246.	**Paper #2: Behavioral and psychological factors affecting population health – 1 page (10 pts)**
5	June 10	Social, political and economic determinants of health *Competency K10* *What's the context?*	Braveman P, Egerter S & Williams DR. (2011). The Social Determinants of Health: Coming of Age. *Annual Review of Public Health* 32:381-98. Spencer KL & Grace M. (2016). Social and Foundations of Health Care Inequality and Treatment Bias. *Annual Review of Sociology* 42:101-20.	**Paper #3: Structural bias, social inequities and –isms – 1 page (10 pts)**
6	June 17	Assessing population needs, assets and capacities that affect communities' health Cultural values and practices *Competency 7* *Competency 8*	Behbod, et al. (2014). Community Health Assessment Following Mercaptan Spill: Eight Mile, Mobile County, Alabama, September 2012. *J Public Health Management Practice* 20(6):632-639. Zinger JA. (2004). Sight for Sore Eyes. *Natural History*, 113(10): 34-39. CHANGE: https://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/change.htm	**Paper #4: Social, political and economic determinants of health - 1 page (10 pts)** ***Group Topics Due — only ONE person submits***

7	June 24	Collecting data: Social and behavioral research methods – there are only two kinds *Method is a strategy, not an end in itself* *Competencies 2, 3 & 4*	Alex L, Wiklund AF, Lundman B, Christianson M & Hammarstrom A. (2012) Beyond a dichotomous view of the concepts of 'sex' and 'gender': focus group discussions among gender researchers at a medical faculty. PLOS ONE accessed on-line 12/16/14. Madrigal DS, Salvatore A, Casillas G, Casillas C, Vera I, Eskenazi B & Minkler M. (2014). Health in my community: Conducting and evaluating PhotoVoice as a tool to promote environmental health and leadership among Latino/ youth. *Prog Comm Hlth Part: Res, Ed & Action* 8(3):317-329.	**Quiz – 10 points**
8	July 1	Methods/analysis & interpretation *Competencies 3 & 4*	Ulin PR, Robinson ET & Tolley EE. (2005). *Qualitative Methods in Public Health: A Field Guide for Applied Research*. Chapter 6: Qualitative Data Analysis. San Francisco: Jossey-Bass.	**Paper #5: Choosing appropriate methods - 1 page (10 pts)**
9	July 8	Planning and evaluating public health programs SMART OBJECTIVES *The best laid plans of mice and men…..* *Competency 11*	Baker AD, Gilley J, James J & Kimani M. "High Five to Healthy Living": A Health Intervention Program for Youth at an Inner City Community Center. *J Community Health*, accessed on-line 12/21/11 Krieger N. (2012). Methods for the Scientific Study of Discrimination and Health: An Ecosocial Approach. *AJPH* 102(5):936-945.	**Paper #6: Analyzing data and interpreting data/ethics – 2 pages (20 pts)**
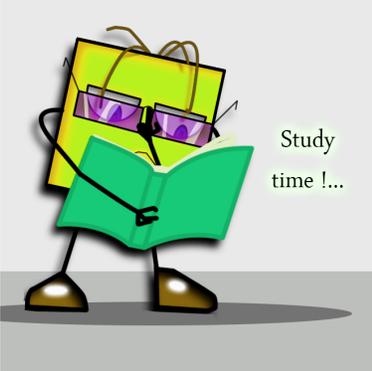
10	July 15	Identifying stakeholders and building coalitions *Competency 13* *Want to know what will work the best? Ask the PEOPLE.*	Eisinger A & Senturia K. (2001). Doing Community-Driven Research: A Description of Seattle Partners for Healthy Communities. *Journal of Urban Health* 78(3):513-534. Jacquez F, Vaughn LM & Wagner. (2013). Youth as Partners, Participants or Passive Recipients: A Review of Children and Adolescents in Community-Based Participatory Research (CBPR). *Am Journal Community Psychiatry* 51:176-189.	**Paper #7: Evaluation Plan – 1 page (10 pts)**
11	July 22	**In-class exam**	 Study time !...	**Paper #8: Stakeholders and coalition building – 1 page (10 pts)** **Study, folks, study!** **GOOD LUCK!**
12	July 29	Poster Presentations AND FOOD DAY! A Dr. Terry tradition continues!	Location TBA Please have a hard copy of your poster to hand in (you can use your display copy); please complete the peer rating and email or hand to the instructor. ***Remember to rate yourself.***	**Let's learn from each other, and share food!**