



8. Identify multiple targets and levels of intervention for social and behavioral interventions: individual, family, social networks, school, workplace, and other organizations, community, policy, built environment, and culture.
9. Understand the concept of “evidence-based” public health, be able to identify sources of evidence-based interventions, and use an evidence-base approach to develop and evaluate interventions.
10. Identify key stakeholders for the planning, implementation, and evaluation of health promotion programs.

**Required Text and Materials:**

- 1) Glanz, K., Rimer, B. K., & Viswanath, K (Eds.). (2008). Health behavior and health education: Theory, research, and practice (4rd ed.). San Francisco, CA: Jossey Bass.
- 2) National Cancer Institute (2005). Theory at a glance: A guide for health promotion. 2<sup>nd</sup> Edition. Available at: <http://www.nci.nih.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf>
- 3) Additional readings will be posted on Learn@UW.

**Grades:** Course grades will be assigned based on each individual's absolute percentage score; grades will not be "curved". Grades will be based on the following percentages earned throughout the semester:

A	93-100
AB	87-92
B	80-86
BC	73-79
C	65-72
D	58-64
F	<58

**Incomplete:** Medical emergencies verified by practicing clinicians and limited other emergencies are the basis for an incomplete. Failure to complete assignments on time will result in the loss of 5 points for every 24 hour delay. **Attendance** is not required. However, participation in the discussions counts towards the final grade and less attendance implies less participation. One or two missed classes throughout the course should be fine. More than that could start to have an impact on the participation grade. Missing class on days when a student is scheduled to lead the discussion or present their work will equal to not completing the assignment. No make-up presentations or discussions will be scheduled without an **approved** emergency leave.

**GRADED MATERIAL**

Presentation on social/behavioral theory/model	30%
Proposal on social/behavioral intervention	40%
Paper discussion	15%
Participation in class discussions	15%

**Presentation (30% of grade):** Each student is expected to present an overview of one of the social and behavioral theories/models/frameworks covered in class and an example of the application of the selected

theory/model/framework to the analysis or prevention of a public health problem. Presentations will be conducted individually and should take no more than 15 minutes, followed by 5 minutes for questions from other students. The intent of the presentation is to expand upon the lecture information presented from the preceding Monday. Examples of presentations can be a “re-teaching” of the information, an example of how the theory can be applied, how to adapt the theory to various cultural settings or public health problems, and/or a discussion on some of the strengths and weaknesses of the model/theory. Be creative and have fun with this.

Students will sign up at the beginning of the course and select a date and theory for their presentation. Depending on the size of the class, a maximum number of students per theory and date will be allowed. Presentation dates and theories will be assigned on a “first come, first served basis”. Presentations will be scheduled to take place on the discussion sessions. Students are encouraged to use Powerpoint and other audiovisual media, if needed. **Powerpoint presentations should be submitted to the dropbox at Learn@UW the day before the presentation is scheduled.** More directions to prepare the presentation will be provided by the instructors in the first discussion sessions.

**Written Proposal (40% of grade):** Working in groups of 4-5, students must select a public health problem and a particular target population. Health problems must be related to one of the 11 health priorities listed by Healthiest Wisconsin 2010 (see pages 8 and 9 of Healthiest Wisconsin 2010 Executive Summary, available at <http://dhs.wisconsin.gov/statehealthplan/shp-pdf/pph0275execsumm.pdf>). Then, each group must develop a proposal that includes:

- (a) a theory-based social and behavioral intervention to address the problem;
- (b) the rationale for the proposed intervention, including:
  - an analysis of the magnitude and determinants of the problem among the target population, based on social and behavioral theory;
  - research evidence supporting the choice of the particular intervention approach proposed;
  - similarities and novel aspects of the proposed intervention with respect to previous interventions.
- (c) a plan to evaluate the efficacy and effectiveness of the intervention, including study design, participants, measures, and procedures;
- (d) a timeline of the proposed intervention and evaluation activities;
- (e) strengths and weaknesses of the proposed intervention and evaluation plan.

It is expected that interventions proposed will have some level of resemblance to previous interventions. However, the intervention proposed must include some novel aspects not previously tested. **Similarities and novel aspects should be made explicit in the paper.** The evaluation plan must rely on rigorous, scientific methods so as to provide evidence regarding the effects of the intervention. The use of pre and post measures, control/comparison groups, and experimental or quasi-experimental methods is recommended. Likewise, it is suggested that the evaluation includes both outcomes and change mediators. More directions to prepare this proposal will be provided in class during the first discussion sessions and ongoing support for this project will be provided on an as-needed basis throughout every discussion sessions.

Paper should be written 20 pages (not including coverpage, abstract page, and references), double spaced, Times New Roman 12 font, 1” margins, APA reference style. **Papers should be submitted to the dropbox at Learn@UW by midnight of Friday, May 8, 2009.**

**Paper discussion (15% of grade).** Each student will be asked to serve as the discussion leader of a paper

related to the topics addressed in the previous lecture. Articles will include essays, theoretical discussions, systematic reviews, and original research articles. Papers will be posted on Learn@UW by the instructors and will be required readings for all students. The discussant will summarize the paper and moderate a class discussion, calling for other students to share their views on the paper, posing discussion questions, and summarizing these views and responses at the end of the discussion. **A summary of the discussant reflections, discussion questions, and student responses should be submitted to Learn@UW within 1 week of the discussion session.** Students will be transparent about which of the course objectives their paper discussion meets. More instructions for this task will be given during the first discussion session.

**Discussion participation (15% of grade).** All students must read the discussion paper before the class and prepare some comments and critical reflections to be shared during the discussion session. All students will be encouraged to participate in the discussion and demonstrate evidence of critical thinking and in-depth understanding of the reading. Students will be graded based on their participation in the discussion and the quality of their comments.

## POLICIES

### **Policy on Student Concerns/Complaints**

Any student who has a concern or complaint specific to an experience in this course should first talk with the course professors. If the solution is still not satisfactory, the student should discuss the situation with the MPH Program Director or Associate Director in the Department of Population Health Sciences.

### **Policy on Academic Integrity**

"Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions" (UWS 14.01). If you have any questions about the interpretation of this policy, please see the course professors.

### **Students with Disabilities or Special Needs**

The McBurney Disability Resource Center, 263-6393, provides academic support services to students with disabilities. Students seeking accommodation should contact the center and request assistance as early as possible, preferably at least eight weeks prior to the date of anticipated need. It is the responsibility of students to inform faculty, in a timely manner, of their request for accommodation. Faculty, either directly or in coordination with McBurney, will work with students to identify and provide reasonable instructional accommodation.

WEEK	LECTURE (HSLC 1345)	DISCUSSION A (CSC G5/152) Instructor: Dr. Riesch	DISCUSSION B (CSC G5/152) Instructor: Dr. Martinez-Donate
1	Mon, Jan/26 10:15 – 11:30 AM	Mon, Jan/26/08 5:00 – 6:45 PM	Wed, Jan/28 9 – 10:45 AM
	<p><b>Martinez-Donate and Riesch</b></p> <p>Introductions</p> <p>Review syllabus and assignments</p> <p>Social and behavioral factors as determinants of health</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• <b>Mokdad AH, Marks JS, Stroup DF, Gerberding JL.</b> Actual causes of death in the United States, 2000. <i>JAMA</i>, 2004;291:1238-124</li> <li>• <b>Schroeder SA.</b> We Can Do Better -- Improving the Health of the American People. <i>N Engl J Med</i>, 2007; 357(12):1221-1228</li> </ul>	<p>Introductions</p> <p>Q&amp;A on assignments</p> <p>Scheduling of presentations and discussion leading</p> <p><b>Class discussion:</b> “Unnatural Causes” (Movie)</p> <p>Discussion leader: Riesch / Martinez-Donate</p>	
2	Mon, Feb/2 10:15 – 11:30 AM	Mon, Feb/2 5:00 – 6:45 PM	Wed, Feb/4 9 – 10:45 AM
	<p><b>Riesch</b></p> <p>Of what use theory?</p> <ul style="list-style-type: none"> <li>• Using social and behavioral theory to advance public health</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• From <b>GRV:</b> Chapters 1 &amp; 2</li> <li>• From <b>NCI:</b> Part 1</li> <li>• <b>Riesch SK, Anderson LS, Krueger H.</b> Parent-child communication processes: Preventing children’s health risk behavior. <i>Journal for Specialists in Pediatric Nursing</i>, 2006;11(1), 44-56.</li> </ul>	<p><b>Class discussion:</b> Abraido Lanza AF, Ambrister AN, Florez KR, Aguirre AN. Toward a theory-driven model of acculturation in public health research. <i>AJPH</i> 2006;96(8), 1342.</p> <p>Discussion leader: TBD</p> <p><b>Proposal writing.</b></p>	
3	Mon, Feb/9 10:15 – 11:30 AM	Mon, Feb/9 5:00 – 6:45 PM	Wed, Feb/11 9 – 10:45 AM
	<p><b>Riesch</b></p> <p>Individual Models of Health Behavior:</p> <ul style="list-style-type: none"> <li>• The Health Belief Model</li> <li>• The Transtheoretical Model and Stages of Change</li> </ul>	<p><b>Student presentations.</b></p> <p><b>Class discussion:</b> Champion VL et al. Comparison of three interventions to increase mammography screening in low income African American women. <i>Cancer Detection and Prevention</i>, 2006;30(6), 535-544.</p>	

	<p>Readings:</p> <ul style="list-style-type: none"> <li>From <b>GRV</b>: Chapters 3&amp;5</li> <li>Fro <b>NCI</b>: Pages 13-16</li> </ul>	<p>Cha, E. S., Doswell, W. M., Kim, K. H., Charron-Prochownik, D., &amp; Patrick, T. E. (2007). Evaluating the Theory of Planned Behavior to explain intention to engage in premarital sex amongst Korean college students. <i>International Journal of Nursing Studies</i>, 44, 1147-1157.</p> <p>Discussion leader: TBD.</p> <p><b>Proposal writing.</b></p>	
4	<p>Mon, Feb/16 10:15 – 11:30 AM</p>	<p>Mon, Feb/16 5:00 – 6:45 PM</p>	<p>Wed, Feb/18 9 – 10:45 AM</p>
	<p><b>Riesch</b> Individual Models of Health Behavior (Cont'd):</p> <ul style="list-style-type: none"> <li>The Theory of Reasoned Action and Planned Behavior</li> <li>The Precaution Adoption Process Model</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>From <b>GRV</b>: Chapters 4&amp;6</li> <li>From <b>NCI</b>: Pages 16-19</li> </ul>	<p><b>Student presentations.</b></p> <p><b>Class discussion:</b> Rhodes F et al. Using theory to understand how interventions work: Project RESPECT, condom use, and the Integrative Model. <i>AIDS and Behavior</i>, 2007;11(3), 393-407.</p> <p>Discussion leader: TBD.</p> <p><b>Proposal writing.</b></p>	
5	<p>Mon, Feb/23 10:15 – 11:30 AM</p>	<p>Mon, Feb/23 5:00 – 6:45 PM</p>	<p>Wed, Feb/25 9 – 10:45 AM</p>
	<p><b>Martinez-Donate</b> A social ecological framework</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>From <b>GRV</b>: Chapter 20</li> <li>From <b>NCI</b>: Pages 10-12</li> <li>Hovell MF et al. The behavioral ecological model: Integrating public health and behavioral science. In RJ DiClemente, RA Crosby, M Kegler (Eds). <i>Emerging Theories in Health Promotion Practice and Research: Strategies for Improving Public Health</i>; San Francisco: Jossey-Bass, Inc., 2002.</li> <li>Stokols D. Establishing and maintaining healthy environments: Toward a social ecology of health promotion. <i>American Psychologist</i>, 1992, 47, 6-22</li> </ul>	<p><b>Student presentations.</b></p> <p><b>Class discussion:</b> Martinez-Donate et al. Correlates of home smoking bans among Mexican Americans. <i>American Journal of Health Promotion</i> 2007;21(4):229-36.</p> <p>Discussion leader: TBD.</p> <p><b>Proposal writing.</b></p>	
6	<p>Mon, March/2 10:15 – 11:30 AM</p>	<p>Mon, March/2 5:00 – 6:45 PM</p>	<p>Wed, March/4 9 – 10:45 AM</p>
	<p><b>Martinez-Donate + Witt</b> Interpersonal models (Cont'd)</p>	<p>Student presentations.</p> <p>Class discussion:</p>	

	<ul style="list-style-type: none"> <li>Stress and coping</li> <li>Social networks and social support</li> </ul> Readings: <ul style="list-style-type: none"> <li>From GRV: Chapters 9 &amp; 10</li> </ul>	Berkman LF et al. From social integration to health: Durkheim in the New Millenium. Social Science and Medicine, 2000, 51, 843-857. Discussion leader: TBD. Proposal writing.	
7	Mon, March/9 10:15 – 11:30 AM	Mon, March/9 5:00 – 6:45 PM	Wed, March/11 9 – 10:45 AM
	<b>Martinez-Donate + Guest speaker</b> Interpersonal models of health behavior: <ul style="list-style-type: none"> <li>Social cognitive theory</li> </ul> Readings: <ul style="list-style-type: none"> <li>From <b>GRV</b>: Chapter 8</li> <li>From <b>NCI</b>: Pages 19-22</li> <li>Rovniak LS et al. Enhancing theoretical fidelity: An e-mail based walking program demonstration. Am J Health Promot, 2005;20:(2): 85-95.</li> </ul>	<b>Student presentations.</b> <b>Class discussion:</b> Perry et al. Project Northland: Long term outcomes of community action to reduce adolescent alcohol use. Health Education Research, 2002, 16(5):101-116 Discussion leader: TBD. <b>Proposal writing.</b>	
8	Mon, March/23 10:15 – 11:30 AM	Mon, March/23 5:00 – 6:45 PM	Wed, March/25 9 – 10:45 AM
	<b>Martinez-Donate</b> Community models of health behavior: <ul style="list-style-type: none"> <li>Social marketing</li> <li>Communication theory</li> </ul> Readings: <ul style="list-style-type: none"> <li>From <b>GRV</b>: Chapters 16 &amp; 19</li> <li>From <b>NCI</b>: Pages 29-33, Pages 36-39</li> </ul>	<b>Student presentations.</b> <b>Class discussion:</b> Maibach E et al. Communication and marketing as tools to cultivate the Public’s Health: A proposed ‘People and Places’ framework. BMC Public Health, 2007, 7(88). Discussion leader: TBD. <b>Proposal writing.</b>	
9	Mon, March/30 10:15 – 11:30 AM	Mon, March/30 5:00 – 6:45 PM	Wed, April/1 9 – 10:45 AM
	<b>Martinez-Donate</b> Community models (cont’d): <ul style="list-style-type: none"> <li>Diffusion of innovations</li> </ul> Readings: <ul style="list-style-type: none"> <li>From <b>GRV</b>: Chapter 14</li> <li>From <b>NCI</b>: Pages 27-29</li> <li>Dearing et al. A convergent diffusion and social marketing approach for disseminating proven approaches to physical activity promotion. AJPH, 2006,31(4S): s11-s23</li> </ul>	<b>Student presentations.</b> <b>Class discussion:</b> Rabin et al. Methodological challenges in disseminating evidence based interventions to promote physical activity. AJPM, 2006, 31(4s):s24-s34. Discussion leader: TBD. <b>Proposal writing.</b>	
10	Mon, April/6 10:15 – 11:30 AM	Mon, April/6 5:00 – 6:45 PM	Wed, April/8 9 – 10:45 AM
	<b>Martinez-Donate + Meinem</b> Community models (cont’d):	<b>Student presentations.</b> <b>Class discussion:</b> Wilson et al. Engaging	

	<ul style="list-style-type: none"> <li>Community organizing</li> <li>Mobilizing organizations</li> <li>Building coalitions</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>From <b>GRV</b>: Chapters 13&amp; 15</li> <li>From <b>NCI</b>: Pages 22-27</li> </ul>	<p>young adolescents in social action through photovoice. The Youth Empowerment Strategies (YES!) Project. <i>Journal of Early Adolescence</i>, 2007, 27(2), 1-21.</p> <p>Discussion leader: TBD.</p> <p><b>Proposal writing.</b></p>	
11	<p>Mon, April/13 10:15 – 11:30 AM</p>	<p>Mon, April/13 5:00 – 6:45 PM</p>	<p>Wed, April/15 9 – 10:45 AM</p>
	<p><b>Martinez-Donate + Guest Speaker</b></p> <p>Community models (cont'd):</p> <ul style="list-style-type: none"> <li>Natural helper models</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>Eng &amp; Parker. Natural Helper Models to Enhance a Community's Health and Competence. In In RJ DiClemente, RA Crosby, M Kegler (Eds). <i>Emerging Theories in Health Promotion Practice and Research: Strategies for Improving Public Health</i>; San Francisco: Jossey-Bass, Inc., 2002.</li> </ul>	<p><b>Student presentations.</b></p> <p><b>Class discussion:</b> Rhodes, S. D., Long Foley, K., Zometa, C. S., &amp; Bloom, F. R. (2007). Lay health advisor interventions among Hispanics/Latinos. A qualitative systematic review. <i>AJPM</i>, 33 (5), 418-427</p> <p>Discussion leader: TBD.</p> <p><b>Proposal writing.</b></p>	
12	<p>Mon, April/20 10:15 – 11:30 AM</p>	<p>Mon, April/20 5:00 – 6:45 PM</p>	<p>Wed, April/22 9 – 10:45 AM</p>
	<p><b>Riesch</b></p> <p>Evaluation and Planning Models:</p> <ul style="list-style-type: none"> <li>The PRECEDE-PROCEED Model</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>From <b>GRV</b>: Chapter 18</li> <li>From <b>NCI</b>: 39-47</li> </ul>	<p><b>Student presentations.</b></p> <p><b>Class discussion:</b> Wright et al. Development and evaluation of a youth mental health community awareness campaign – The Compass Strategy. <i>BMC Public Health</i> 2006, 6:215.</p> <p>Discussion leader: TBD.</p> <p><b>Proposal writing.</b></p>	
13	<p>Mon, April/27 10:15 – 11:30 AM</p>	<p>Mon, April/27 5:00 – 6:45 PM</p>	<p>Wed, April/29 9 – 10:45 AM</p>
	<p><b>Martinez-Donate</b></p> <p>Evaluation and Planning Models (cont'd):</p> <ul style="list-style-type: none"> <li>The RE-AIM Framework</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>From <b>GRV</b>: Chapter 21</li> </ul>	<p><b>Student presentations.</b></p> <p><b>Class discussion:</b> Glasgow &amp; Emmons. How can we increase translation of research into practice? <i>Annual Review of Public Health</i>, 2007, 28, 413-433.</p> <p>Discussion leader: TBD.</p> <p><b>Proposal writing.</b></p>	
14	<p>Mon, May/4 10:15 – 11:30 AM</p>	<p>Mon, May/4 5:00 – 6:45 PM</p>	<p>Wed, May/6 9 – 10:45 AM</p>
	<p><b>Martinez-Donate + Riesch</b></p> <p>Ethics and sources:</p> <ul style="list-style-type: none"> <li>Ethical principles</li> <li>Sources of evidence based social and</li> </ul>	<p><b>Student presentations.</b></p> <p><b>Class discussion:</b> Tannahill. Beyond evidence—to ethics: a decision-making framework for health promotion, public health, and health improvement. <i>Health Promot. Int.</i></p>	

	<p>behavioral interventions</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• ASPH, Ethics in Public Health: Model Curriculum. Introduction to Modules 3 and 4.</li> <li>• Optional: Modules 3 and 4.</li> </ul>	<p>2008; 23: 380-390.</p> <p>Jarvie, J. A., &amp; Malone, R. E. (2008). Children's secondhand smoke exposure in private homes and cars: An ethical analysis. <i>American Journal of Public Health, 98, 2140-2145</i></p> <p>Discussion leader: TBD.</p> <p><b>Proposal writing.</b></p>
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