HBEH 815: Theoretical and Conceptual Foundations of Health Behavior and Health Education I

Fall 2014

First semester of year-long “Foundations” course for doctoral students consists of two modules

**Module 1 – Population Health**
- taught by Shelley Golden, PhD

**Module 2 – Global Health**
- taught by Kate Muessig, PhD

HBEH 816 is held in spring semester and consists of 2 modules:

Module 3 – *Social Determinants of Health*
- taught by Shelley Golden, PhD

Module 4 – *Theoretical Foundations*
- taught by Wizdom Powell, PhD
HBEH 815/816 (2014): Theoretical and Conceptual Foundations of Health Behavior and Health Education
Modules 1 & 2: Wednesdays, 324 Rosenau, 1:00 – 3:50 p.m.
Modules 3 & 4 (HBHE 816): Date, time and room TBD.

Instructors:
Shelley Golden (Modules 1 & 3), 364 Rosenau, sgolden@email.unc.edu, 919-843-1209
Kate Muessig (Module 2), 306 Rosenau, kate_muessig@med.unc.edu, 919-962-5059
Wizdom Powell (Module 4), 334B Rosenau, wizdomp@email.unc.edu, 919-962-9802
Teaching assistant, Modules 1 & 2: Laura Villa-Torres, villal@live.unc.edu

Description:
HB 815 and 816 are designed to introduce HB doctoral students to the foundational theories and concepts that underpin health behavior and health education research and practice. The sequence is designed to provide an intermediate to advanced level understanding of population patterns of health and health behaviors, and the mechanisms that drive those patterns, including global processes, social structures and institutions, community resources, interpersonal relationships and individual attitudes and beliefs. Material in this course is designed to prepare students, in part, for the doctoral comprehensive exam. The course is divided into four modules:

1. Population Health: Theoretical and Conceptual Foundations (Fall): This module provides an overview of concepts, frameworks and normative underpinnings of population health and behavior. Course readings and discussions will cover: 1) population approaches to health and health behavior, 2) patterns of morbidity, mortality and behavior, 3) frameworks for conceptualizing health and health behavior and 4) normative dimensions of public health research and practice.

2. Global Health: Theoretical and Conceptual Foundations (Fall): This module introduces students to key concepts, theories and topics in global health. The course readings and discussions will cover: 1) transition perspectives in global health; 2) theories and concepts of globalization and health; 3) description and analysis of the implications of global development and health reform policies for population health; 4) the application of social and behavioral theories and interventions in a global context; and 5) migration and health.

3. Social Determinants: Theoretical and Conceptual Foundations (Spring): This module is designed to facilitate student understanding of the ways in which social structures might impact opportunities, lived experiences and choices related to health. Course readings and discussions will cover: 1) mechanisms of social stratification; 2) influence of stratification on distribution of resources, exposure to stressors, and expectations for beliefs and behavior; and 3) aspects of the social environment currently under exploration in health behavior research and practice, including social capital, neighborhood factors, income distributions, and experiences of discrimination.

4. Health Behavior and Health Education: Theoretical and Conceptual Foundations (Spring): This module is designed to provide an in-depth understanding of the theoretical and conceptual foundations that have traditionally served the field of health behavior and health education. Course readings and discussions will describe 1) the theoretical role of individual beliefs, social networks, stress and coping mechanisms and organizations in producing health and health behaviors; and 2) the cumulative and reinforcing effects of multi-level determinants of health at critical times over the lifecourse.
Learning Objectives

- Describe health and health behavior issues from a population perspective.
- Identify and critique core concepts that underpin health behavior research and health education practice.
- Evaluate the utility of selected theories and concepts for advancing research in health behavior and health education and examining determinants of important public health problems and issues.
- Critical analyze empirical research for the appropriate application and interpretation of theoretical constructs and concepts related to health behavior.
- Generate integrative theoretical frameworks for resolving public health problems.

Expectations of Students in all Modules:
Each course module includes specific requirements for student preparation, participation and assignments. Throughout the sequence, students are expected to:

- Actively prepare for every class meeting. Course readings are the foundation for learning in this course. While instructors may review key points from the articles and chapters assigned, class time is designated for integration and critical examination of the topics in the readings. Students should thoroughly read all required materials in advance of the class meeting, and should be prepared to discuss, apply and extrapolate from the material in class.

- Respectfully engage with other members of the class. These courses are designed as seminars; class time is generally dedicated to student-directed discussion. Every member of this class brings a unique perspective to the classroom. Through your academic and personal experiences, it is likely that you each have developed specific ways of viewing and analyzing problems; adopted certain styles of intellectual exchange; and cultivated strong beliefs about what is right and wrong. In this class, we expect you to share your perspectives with the class, while remaining open and respectful to new ideas and opinions. In addition, we encourage you to apply core principles of academic inquiry to course materials and your own ideas through thorough consideration of theoretical and empirical evidence.

- Employ an academic writing style. In your written submissions, you should: 1) construct an informed argument; 2) integrate course readings with your own critical perspective; 3) follow a linear, logical thought process; 4) ground your ideas in theoretical and empirical evidence; 5) refrain from including personal opinion statements, unless specifically directed to do so; 6) cite ideas that are not your own; and 6) avoid slang, colloquialisms and other informal language. The UNC Writing Center provides resources sheets and one-on-one writing assistance (http://www.unc.edu/depts/wcweb/).

- Initiate communication with course instructors about questions or concerns. Students should take an active role in their academic development. If you have questions about course content or have concerns about your performance in the class, please contact an instructor. Students can contact instructors to schedule meeting times; all office hours are by appointment.

- Abide by the UNC honor code. As a student at UNC-Chapel Hill, you are bound by the university’s honor code, which can be viewed at http://instrument.unc.edu/. It is your responsibility to learn about and abide by the code. While the honor code prohibits students from lying, cheating and
stealing, at its essence it is a means through which UNC maintains standards of academic excellence and community values. Receiving a degree from a university with a reputation for academic integrity conveys increased value to that degree. Abiding by the honor code takes many forms. In all written assignments, students should take care to appropriately credit ideas that are not their own, treat the opinions of others with respect, and work independently on non-group assignments. We treat suspected Honor Code violations very seriously. Honor Court sanctions can include receiving a zero for the assignment, failing the course and/or suspension from the university. If you have questions about the application of the honor code in this course, you can ask the instructors or TA. More information about the honor code at UNC is available through the following resources:
  o *Honor system tutorial*: http://studentconduct.unc.edu/students/honor-system-module
  o *UNC library’s plagiarism tutorial*: http://www.lib.unc.edu/plagiarism/
  o *UNC Writing Center handout on plagiarism*: http://writingcenter.unc.edu/handouts/plagiarism/.

**Course Website:**
You can access course materials, announcements, and the class discussion board at sakai.unc.edu. You will need to enter your UNC username and password (the same as your UNC email account), and find the tab for either HBEH 815 or 816.

**Grading:**
Students will receive a course grade for HBEH 815 in the fall and HBEH 816 in the spring. In accordance with the university’s graduate grading system, each student will receive an H, P, L or F as their final grade for each course. Each module of the course is graded independently in accordance with the grading specifications for that module. The module instructors will meet to determine a student’s final grade based on his or her performance in each module, and the relative length of each module in the semester.

Written assignments and presentations will be graded according to the extent to which they demonstrate the student’s ability to 1) critically apply course materials and 2) clearly and logically communicate ideas, consistent with the assignment instructions.

Class participation grades will be graded based on the following criteria: 1) preparation in advance of class meetings, 2) quality of comments during class, 3) respectful and productive engagement with other students, and 4) co-facilitation of assigned class sessions.

Module participation grades and each assignment will be awarded a grade of H (work exceeds expectations), H/P (work meets and in parts exceeds expectations, with room for minor improvements), P (work meets minimum expectations, but contains room for significant improvement) or L (work fails to meet minimum expectations).

*End of overview*
This module is designed to provide an overview of concepts, frameworks and normative underpinnings of population health and behavior. Course readings and discussions will cover: 1) population approaches to health and health behavior, 2) patterns of morbidity, mortality and behavior, 3) frameworks for conceptualizing health and health behavior and 4) normative dimensions of public health research and practice.

**Participation and Preparation (20% of module grade)**
The primary function of class time is to discuss the readings, and their application to the HBHE field, in depth. In advance of class, the instructor will provide a set of comprehension and discussion questions related to the readings that students can use as guides during the preparation for discussion, but students should take an active role in the classroom discussion.

**Discussion Leading (25% of module grade)**
Although the instructor will introduce the topic, provide a brief summary of the material at the close of the class, clarify course material, and ensure that key points are covered in the discussion, the primary discussion will be facilitated by students. Each week one or two students (depending on class size) will create a discussion plan that includes a set of key questions chosen from the list provided by the instructor or of their own creation. Students should plan a timetable for discussion that incorporates 10-15 minutes for instructor introduction of the material, a 15 minute break toward the middle of class time and 5-10 minutes for instructor wrap-up. Students should schedule a brief meeting with the instructor before class to finalize their discussion plan.

**Health Behavior Presentation (25% of module grade)**
One basic public health skill is the ability to briefly summarize a public health problem and the current state of knowledge about the causes and potential solutions. To practice this, students will work individually or in small groups (depending on class size). You should choose a specific health behavior, a specific population, and a geographic region (state or its equivalent, country or region). A one paragraph description of your behavior, population and region should be submitted to the instructor for approval, by email, by **September 10**. During class on Wednesday, **September 24**, student groups will each give a 10-15 minute presentation that describes:

- A public health problem related to the behavior
- Distribution/patterns of the behavior within the population/region
- Key determinants of the behavior within the population that are suggested in the literature, including knowledge, skills, beliefs, interpersonal interactions, cultural traditions and/or structural factors.
- Types of health education/health promotion interventions that have been implemented to address the behavior in the identified, or related, populations.
• Thoughts you have about challenges or opportunities for changing the chosen behavior to enhance health within the population
• Bibliography of sources from which the presentation is derived

The presentation should be primarily based on a review of relevant literature and data. Students should choose a topic with sufficient literature to address most of the bullets above. If literature addressing a bullet does not exist, note this in the presentation and offer thoughts about concepts that should be considered. Following the presentation, 5-10 minutes will be allocated for questions and discussion. All students in the group should participate in the formal presentation and/or question response.

**Paper** (30% of module grade, due Sunday, October 12)
Drawing on material from the course, other literature in a field of interest, as well personal or professional experiences, each student will write a 3-5 page (single-spaced, 12 point font) paper on a public health topic of personal/professional interest. Papers should include the following (not necessarily in this order):

• A description of the public health topic that is relatively brief, but includes enough information so that someone with different public health interests would feel oriented to the topic. Depending on the topic you might include information about health outcomes, associated behaviors, specific populations/disparities, regions/geographies etc.
• Summary of the ways that theory (or theoretical concepts) have (or have not) been applied to this topic, and your ideas for how theories could or should be further incorporated (or, if applicable, your thoughts about why theoretical application to the topic is already sufficient). Note: “theory” can mean both traditional health behavior theories and theoretical ideas (including more macro or structural concepts) from other fields.
• Summary of the normative or ethical issues that exist or have been raised related to the topic, and your ideas for future applications of normative and ethical issues.

This paper is a blend of an academic review of a topic and your own reflections about it. Parts of the paper will likely be written in the first person, but your opinions and ideas should be substantiated or supported, as best as possible, by outside literature or by building a strong argument that leads to your conclusions. Each paper should draw on some material from the course, but you should not feel obliged to use lessons or material that isn’t directly applicable to your argument. You are also welcome to use outside literature as appropriate. You should include a bibliography for all cited sources (not included in the page limits). Papers will be assessed based on 1) the extent to which the background material provides a sufficient orientation for the reader; 2) quality of commentary and critical thought; 3) appropriate incorporation of course concepts; and 4) writing clarity and style.

**Readings**
All readings will be available through the course website, except for one publication that students should acquire: Rose G. (1994). *The Strategy of Preventive Medicine*. New York: Oxford University Press.
**Schedule**

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<th>August 20: What is Public Health? What is the Health Behavior Field?</th>
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*Objectives for the class:* 1) Be introduced to classmates and instructors; 2) Discuss initial perceptions of public health and the health behavior field.


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<th>August 27: Health Behaviors as Determinants of Health Outcomes</th>
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*Objectives for the class:* 1) Identify the contributions of health behaviors to global and national health patterns; 2) Consider the role of health behavior vs. other determinants of health outcomes.


*Optional:*


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<th>September 3, 2011: Disparities in Health and Health Behaviors</th>
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*Objectives for the class:* 1) Define disparity, inequity and inequality as they apply in public health; 2) Identify populations at highest risk for poor health outcomes.


Optional/Resource:


### September 10, 2011: High Risk and Population Approaches to Health

*Objectives for the class:* 1) Distinguish between high risk and population approaches to health problems; 2) Critique high risk and population approaches to health promotion; 3) Distinguish vulnerable and at-risk populations.


### September 17: Historical Foundations of Theory and Practice: Communities, Empowerment & Ecology

*Objectives for the class:* 1) Gain an understanding of the roots of the health behavior and health education field; 2) Identify key principles that currently underpin health behavior and health education.


Optional:
• VIDEO: Out in the Rural: A Health Center in Mississippi. Available at: http://vimeo.com/6659667

September 24: Presentations

*Objectives for the class:* 1) Describe a health behavior problem and potential solutions in a specific population and context.

- No readings.

October 1: Normative Foundations of Theory and Practice: Social Justice & Public Health Ethics

*Objectives for the class:* 1) Identify normative frameworks that have traditionally guided public health practice; 2) Critically consider ethical questions that underpin health behavior and health education research and practice.


Optional:

October 8: The Use of Theories and Concepts in Research and Practice

*Objectives for the class:* 1) Define theory as applied in health education; 2) Identify the strengths and weaknesses of developing research and practice agendas with a theoretical orientation.


*Optional:*


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**October 15: Conceptual Foundations and Alternative Perspectives: Rational Behavior and its Boundaries**

*Objectives for the class:* 1) Explore key concepts from psychology and economics that drive influence of health behavior theories, research and practice, including self-efficacy, attributions and expectations, rationality and bounded rationality.


*Optional:*


Goal of the module: The overall goal of the module is to introduce students to major concepts, theories and topics in the field of global health.

Description of the module: The format of the module is a discussion seminar. Students will rotate as co-facilitators each week. The course readings and discussions will cover: 1) key concepts in globalization and health; 2) perspectives on development and foreign aid; 3) a case study in globalization, development, and health; 4) migration and health; and 5) social and behavioral interventions in a global context.

Module requirements and evaluation: Forty percent (40%) of the grade for this course will be based on in-class participation during the weekly seminars. Students are expected to come to each session prepared to discuss readings critically and in-depth. In addition, students will select one class to co-facilitate with the instructor. Students will have a short meeting with the instructor to plan the discussion for that class. Fifty percent (50%) of the grade will be based on a written assignment (described below). The final ten percent (10%) will be based on an oral presentation of the written assignment on the final day of class.

Due to the fact that half of the final grade is based on participation, if a student misses a session (due to planned or unplanned circumstances), she/he will be expected to write a brief (2-3 page) reflection paper integrating the key points addressed in the readings and considering their relevance for social and behavioral health research and interventions. Reflection papers should be submitted through Sakai within one week of the missed class.

Description of written assignment and presentation: Students will write one 6-8 page paper (double spaced, 12 point font) that is due by 5pm on the final day of the module (December 10th). The objectives of the paper are to stimulate thinking and critical reflection on 1) how key concepts and theories in global health are related to each student’s research interests and 2) how globalization shapes the topics they study. The paper should integrate readings from across the module towards one or both of the objectives and reference other relevant literature as needed. The paper is not expected to include an extensive literature review though students should reflect familiarity with their topic of interest. On the final day of class each student will orally present his/her paper. The presentation can be done as a power point or students may read their paper.

Alternative paper option: As an alternative, students may opt to write their paper in an Editorial or Letter to the Editor format. In this case, the student will choose a topic of interest to them related to Global Health/Globalization and/or respond to a particular article (published within 2014) on a topic or study that has significance for global public health. The student should choose a specific journal to which they plan to submit the editorial and format the paper for the journal’s requirements including word limits, instructions on tables, figures, etc. The editorial should be accompanied by a cover letter to the editor explaining why the issue is important and why the editorial is good match for the journal’s target readership.

During the last two class sessions each student will give a 10 minute presentation of their final paper followed by 2 minutes of audience questions. The presentation can be done as a power point (limit to 10 slides) or students may read an overview of their paper.
**Readings for module:** All readings are available on Sakai or E-reserves. There are two paperback books for the course. They are on short-term reserve at the Health Services Library – or are easily purchased online.

### October 22nd: Key concepts in globalization and health

**Objectives for the class:** 1) Review the key tenets, strengths and limitations of the epidemiologic and nutrition transitions; 2) Review definitions of globalization; 3) Discuss the health implications of health transition and globalization processes.


### October 29th: Globalization and Development: A critical perspective on foreign aid

**Objectives for the class:** 1) Review a critical perspective on the role of international aid in development processes in Africa; 2) Discuss alternative models for promoting more equitable global development; 3) Consider the role of health in development processes and the influence of development on health.


### November 5th: Globalization, Development and Health: Case Studies from Senegal and Indonesia

**Objectives for the class:** 1) Review global health reform policies implemented during the 1980s and 1990s and consider their impact on health in Senegal; 2) Consider the social and behavioral implications of global health reform policies. 3) Consider the global and local implications of large-scale behavior change policies via a case study on Indonesia, global and local tobacco use.


*Case study: Globalization and Big tobacco in Indonesia*

- Readings TBD

### November 12th:  This class has been moved to December 10th – no assigned readings
November 19th: Migration and health

**Objectives for the class:** 1) Review key concepts and theories related to migration and health; 2) Analyze the health implications of different types of migration; 3) Define and critique the concept of acculturation in Latino health.


**Case study: Acculturation and health among Latino migrants in the US**

November 26th: Class will not meet – University Holiday – no assigned readings

December 3rd: Social and behavioral interventions in a global context

**Objectives for the class:** 1) Identify how social and behavioral theories of health have been used to conceptualize and design interventions in diverse settings; 2) Consider the process of developing, adapting, or scaling up public health interventions; 3) Review critiques of how public health models have been implemented in diverse settings.


**Case Study: Community Opinion Leader HIV prevention intervention**

*The final hour of this class will be used for five student presentations (see description below)

### December 10th: Student Presentations – Part 2

Each student will give a 10 minute presentation of their final paper followed by 2 minutes of audience questions. The presentation can be done as a power point (limit to 10 slides) or students may read an overview of their paper.