HBEH 700: Foundations of Health Behavior

Fall 2014

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TA Office Hours:
Thursdays 11:00am-12:00pm

Course Description

Foundations of Health Behavior (HBEH 700) is a required survey course for first year master’s students in the Department of Health Behavior. The course will expose students to the broad context through which health behavior practitioners and researchers understand and address public health issues. It will provide students with an overview of our field as well as an introduction to concepts and topics that are relevant across the MPH curriculum: public health history; population health; community engagement; cultural humility; health equity and social determinants of health; domestic and global health issues; and public health ethics.

Prequisites: None
Units: 2 credits
Meetings: Mondays, 3:00-4:50pm, Room 133 Rosenau Hall
Course Website: https://sakai.unc.edu/portal/site/hbeh700
Class Materials: All journal articles, lecture slides, and assignments will be available via Sakai.

Required books are to be purchased:
• *Rose’s Strategy of Preventive Medicine* by Geoffrey Rose, Kay-Tee Khaw, and Michael Marmot
• *The Immortal Life of Henrietta Lacks* by Rebecca Skloot

Accessibility: To obtain disability-related academic accommodations, students with disabilities must contact as soon as possible:
• Angela Thrasher, and
• Department of Disability Services at 919-962-8300 (Voice/TDD) or http://disabilityservices.unc.edu

COURSE OBJECTIVES
By the end of the course students will be able to:
1. Summarize key events and trends in the history of public health and health education.
2. Differentiate between high risk and population perspectives of health.
3. Explain the contribution of history and social factors to present-day health inequities.
4. Apply a social determinants of health perspective to a public health problem.
5. Describe ethical challenges that face public health practitioners and researchers.

Core Competencies
The Council on Education for Public Health accrediting body requires MPH students to demonstrate competence in a specific discipline as well as cross-cutting areas (http://www.asph.org/document.cfm?page=851). HBEH 700 addresses the following areas:

Social and Behavioral Sciences
• Identify the causes of social and behavioral factors that affect health of individuals and populations
• Describe the role of social and community factors
• Apply ethical principles to public health program planning, implementation, and evaluation
• Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies

Cross-Cutting Competencies
• Communication: Engage in collective information sharing, discussion, and problem solving
• Diversity: Demonstrate awareness of and sensitivity to the varied perspectives, norms, and values of others based on individual and ethnic/cultural differences (e.g., age, disability, gender, race, religion, sexual orientation, region, and social class)

COURSE POLICIES

Communication Platform
This course will use Sakai. Please contact ITS (http://its.unc.edu/) for Sakai training, as necessary. The teaching team will communicate with students through their unc.edu email address. Non-university email accounts are disregarded for this course.

Expectations of Professionalism
• While collaborative learning is encouraged and very typical of our discipline, all individual assignments should be completed individually.
• Please place cell phones and other electronic media on silent during class and refrain from use except in emergency situations.
• Laptops and tablets can facilitate and provide complementary learning experiences for students when used in a respectful manner. Laptops will be allowed in class for note-taking and for topic-
relevant use. Not acceptable uses of a laptop or tablet during class, however, are: checking email, CHATTING, conducting work for other classes, and surfing the web.

- Please be prepared to begin class promptly at 3:00 pm. Habitual lateness will be addressed on an individual basis.

Discussion Guidelines (UNC Center for Faculty Excellence, 2004)

- Always listen carefully, with an open mind, to the contributions of others.
- Ask for clarification when you don’t understand a point someone has made.
- If you challenge others’ ideas, do so with factual evidence and appropriate logic.
- Always critique ideas or positions, not people.
- If others challenge your ideas, be willing to change your mind if they demonstrate errors in your logic or use of the facts.
- Point out the relevance of issues that you raise when their relevance might not be obvious to others in the class.
- If others have made a point with which you agree, only repeat it when you have something important to add.
- Be efficient in your discourse; make your points and then yield to others—take turns speaking.
- Above all, avoid ridicule and try to respect the beliefs of others even if they differ from yours.

Submission of Assignments

Papers will only be accepted via Sakai, not email.

Late Work Policy

Assignments will be penalized 1 point for every hour late.

Honor Code

As a student at UNC-Chapel Hill, you are bound by the university’s honor code (http://instrument.unc.edu/). It is your responsibility to learn about and abide by the code. While the honor code essentially prohibits students from lying, cheating and stealing, at its essence it is a means through which the university aims to maintain standards of academic excellence and community values. If you have questions about the application of the honor code, please see http://honor.unc.edu or ask the instructor or teaching assistants. Instructors are required to report suspected violations of the honor code, including inappropriate collaborative work or problematic use of secondary materials, to the Honor Court. Honor Court sanctions can include receiving a zero for the assignment, failing the course, and/or suspension from the university.

Academic Writing

Work should be generally completed in your own words (direct quotes used only when necessary), but your ideas should be supported with evidence and theory. Cite, cite, cite! When supporting your ideas with the work of others, however, consider the source. There is a continuum of materials (from a peer-reviewed journal to CDC reports, to Wikipedia, to your best friend’s blog), but only some of these will provide strong support and are therefore appropriate in academic writing. Ask yourself if a source is scholarly, credible, and original – the strongest sources have all of these characteristics. The UNC Writing Center provides resources sheets and one-on-one writing assistance (http://www.unc.edu/depts/wcweb/).

Attendance

Attendance is crucial to both your learning experience and the learning of others in this course. It is your responsibility and an Honor Code statute to notify the instructor in advance if you will miss class.
Readings

You are responsible for reading ALL assigned material before the class date for which they are assigned. These readings will provide the background you need to fully understand, benefit from, and participate in the class discussion.

EVALUATION

Your grade in this course will be based on the following assignments; additional details will be available on Sakai.

1. **Quiz: Levels of Prevention and Intervention**
   
   *Due (online): Monday, October 6, 2014 by 12:00 noon*

2. **Quiz: High Risk and Population Approaches**
   
   *Due (online): Monday, October 27, 2014 by 12:00 noon*

3. **Individual Paper: Health Equity and Social Determinants**
   
   *Length: 3-4 pages, double-spaced, not including references*
   
   *Due (online): Monday, November 24, 2014 by 12:00 noon*

4. **Participation:** Class participation includes such things as reading all assigned materials before class, being prepared to discuss readings and assignments, sharing your opinions on the topic at hand, facilitating the participation of others, and engaging with guest speakers. This also includes arriving to class on time and attending all class sessions. To maximize everyone’s learning, we rely on the contributions and insights of both students and the teaching team when issues are discussed.

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<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
<th>GRADE %</th>
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<tbody>
<tr>
<td>Quiz: levels of prevention and intervention</td>
<td>100</td>
<td>25</td>
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<tr>
<td>Quiz: high risk and population approaches</td>
<td>100</td>
<td>25</td>
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<tr>
<td>Paper: health equity and social determinants</td>
<td>150</td>
<td>38</td>
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<tr>
<td>Participation</td>
<td>50</td>
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<td><strong>Total:</strong></td>
<td>400</td>
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<tr>
<th>GRADE</th>
<th>H 97-100%</th>
<th>H- 94-96.9%</th>
<th>P+ 90-93.9%</th>
<th>P 84-89.9%</th>
<th>P- 80-83.9%</th>
<th>L 75-79.9%</th>
<th>F &lt;75%</th>
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<td>TOTAL PTS</td>
<td>388-400</td>
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<td>360-375</td>
<td>336-359</td>
<td>320-335</td>
<td>300-319</td>
<td>&lt;300</td>
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This grading scale is intended to help interpret your grades on HBEH 700 assignments. In conformance with University policy, final course grades will be limited to H, P, L or F.

**Course evaluations** are important to improving the class and the teaching team appreciates your feedback anytime during the semester. The online evaluation system will be available during the last two weeks of classes and there will also be time reserved during our last class to complete them.
COURSE SCHEDULE
We reserve the right to modify the schedule and readings as needed.

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<tr>
<th>WK</th>
<th>DATES</th>
<th>TOPIC</th>
<th>ASSIGNMENTS/NOTES</th>
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<tbody>
<tr>
<td>1</td>
<td>8/25/14</td>
<td>Course Overview Fundamentals</td>
<td>Group Activity</td>
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<td>9/1/14</td>
<td>LABOR DAY</td>
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<td>2</td>
<td>9/8/14</td>
<td>Public Health Code of Ethics Guest: Jim Thomas, PhD</td>
<td>Case Study activity</td>
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<td>3</td>
<td>9/15/14</td>
<td><em>The Immortal Life of Henrietta Lacks</em></td>
<td>Group activity</td>
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<tr>
<td>4</td>
<td>9/22/14</td>
<td>History of Public Health and Health Education</td>
<td>Video and Group activity</td>
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<td>5</td>
<td>9/29/14</td>
<td>Levels of Prevention and Intervention</td>
<td>Group activity</td>
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<tr>
<td>6</td>
<td>10/6/14</td>
<td>Community Engagement</td>
<td>Community Partners Panel</td>
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<td><strong>Online Quiz Due:</strong> Levels of prevention and intervention</td>
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<td>7</td>
<td>10/13/14</td>
<td>Cultural Humility</td>
<td>Video and Group Activity</td>
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<td>8</td>
<td>10/20/14</td>
<td><em>Rose’s Strategy of Preventive Medicine</em></td>
<td>Group activity</td>
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<td>9</td>
<td>10/27/14</td>
<td>Health Equity</td>
<td>Group activity</td>
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<td></td>
<td><strong>Online Quiz Due:</strong> High risk and population approaches</td>
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<td>10</td>
<td>11/3/14</td>
<td>Social Determinants of Health</td>
<td>Video and Group activity</td>
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<td>11</td>
<td>11/10/14</td>
<td>Domestic and Global Health</td>
<td>Group activity</td>
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<td>12</td>
<td>11/17/14</td>
<td>Built Environment</td>
<td>Group activity and Guest Lecturer</td>
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<td>13</td>
<td>11/24/14</td>
<td>Career Panel</td>
<td>Group activity</td>
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<td><strong>Paper Due:</strong> Health equity and social determinants</td>
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<td>14</td>
<td>12/1/14</td>
<td>Course Review</td>
<td><strong>Course evaluation</strong></td>
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TOPICS AND READINGS

WEEK 1: Course Overview; Fundamentals

WEEK 2: Public Health Code of Ethics

WEEK 3: *The Immortal Life of Henrietta Lacks*

1. Discussion questions will be posted

WEEK 4: *History of Public Health and Health Education*


WEEK 5: *Levels of Prevention and Intervention*


WEEK 6: *Community Engagement; Community Partners Panel*

October 6, 2014: Levels of prevention and intervention online quiz due by 12:00 noon


WEEK 7: *Cultural Humility*

WEEK 8: *Rose’s Strategy of Preventive Medicine*

1. Discussion questions will be posted

WEEK 9: Health Equity

October 27, 2014: High risk and population approaches online quiz due by 12:00 noon


WEEK 10: Social Determinants


WEEK 11: Domestic and Global Health


WEEK 12: Built Environment

1. [TBD]
2. [TBD]

WEEK 13: Career Panel

November 24, 2014: Health equity and social determinants paper due by 12:00 noon

1. [TBD]
2. [TBD]

WEEK 14: Course Review

Course evaluation