HBEH 816: Foundations of Health Behavior II

Spring 2015

Second part of year-long Foundations course for doctoral students consists of two modules
Wednesdays, 1:25-4.15 pm, Rosenau 332

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

Module 4 – Theoretical Foundations  
    taught by Wizdom Powell Hammond, PhD, MPH
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 public health and health behavior research and practice, including physical and social spaces, socioeconomic distributions, and experiences of discrimination.

**Participation and Preparation (35% 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. Participation grades will be based on three criteria: 1) preparation, 2) quality of comments, and 3) respectful and productive engagement with other students.

**Discussion Leading (15% of module grade)**
Although the instructor will provide a brief introduction to the material at the start of the class, provide clarifications about course material, and ensure that key points are covered in the discussion, the primary discussion will be facilitated by students. Each week 2-3 students will create a class plan that guides discussion and interpretation of the readings. Each class should include a variety of discussion techniques (e.g. large group discussion, small group discussion, application activity, individual reflection). Students should plan a timetable for discussion that incorporates 5-10 minutes for instructor introduction of the material, a 15 minute break toward the middle of class time and 10 minutes for instructor wrap-up.

**Social Determinants Paper (35% of module grade)**
Using a health behavior or outcome of your choice, write a 3-5 page (single spaced) paper in which you:

- Introduce the health behavior or outcome, and provide evidence for a disparity in that behavior or outcome along a single dimension of social status (e.g., gender, income, education, race etc.) within a specified population (e.g., women in Pakistan, North Carolinians, young adults etc.). So you might be interested in gender disparities in smoking among high school students, or racial differences in cervical cancer screening among women, etc.

- Propose a conceptual model that would explain the identified disparity within the population of interest. To do this you likely need to:
  - Define and describe 1-2 potential social determinants of the health behavior/outcome and/or disparities in it within your population
  - Describe how and why those determinants might be related to the behavior/outcome, and how/why those determinants predict/explain observed disparities. Rely on theoretical concepts from course or other readings, as well as empirical evidence, as possible.
  - Draw your conceptual framework (using boxes and arrows) that connects your determinants and behaviors/outcomes, as well as any key mechanisms/pathways you describe. Be sure to include the disparity dimension in the model, as either a precursor to a social determinant, a mediating factor or a moderator. (Note: it’s ok to do this first if that makes more sense to you.)
- Identify 1-2 research questions that would be helpful to further explore or test the model you’ve developed.

**Peer feedback on paper** (15% of module grade)
Because peer feedback (giving and receiving) is a necessary and useful skill in academia, you will exchange your paper with another student for feedback, and provide a one paragraph response with constructive criticism. During the final class, we will dedicate ~30 minutes for pairs to meet and share feedback.

Papers will be assessed based on 1) clear description of a health issue and disparity; 2) clarity of the conceptual model; 3) quality of logical argument in support of conceptual model; 4) relevance and importance of the identified research questions; and 3) general writing clarity and style. Peer feedback will be assessed based on the quality and clarity of the constructive comments.

**Due dates:**
- Email the health behavior, population and disparity to me by **Friday, January 30**.
  Though not required, you’re welcome to send me your initial thoughts about the social determinants of interest or the conceptual model.
- Email the completed paper to me and your peer feedback partner before 11:59 p.m. on **Sunday, February 8**.
- Bring 2 copies of each peer review paragraph with you to class on **Wednesday, February 11**, one for me and one for the author. Be sure to indicate both your name and the original author’s name on each paragraph.

### January 7, 2015: Background and General Theories of the Social Determinants of Health

**Objectives for the class:** 1) Define social determinants of health; 2) Explore tensions between individual and social perceptions of health; 3) Understand two overarching theories focused on social determinants of health.


**Optional:**
January 14, 2015: Stratification and its Tools

Objectives for the class: 1) Describe processes of social categorization; 2) Understand current trends in stratification; 3) Explore key terms: capital and power


Optional:

January 21, 2014: Social class

Objectives for the class: 1) Identify multiple dimensions of socioeconomic status; 2) Identify potential causal pathways explaining correlations between socioeconomic status and health


Optional:

January 28, 2014: Constructions of Identity

Objectives for the class: 1) Consider definitions and measures of non-economic measures of social status, including race, gender and sexual orientation; 2) Explore processes of resource
distribution, stigmatization and role assumption that may result in identity-based disparities in health and behavior.


Optional (Note: many of the below provide applications of the ideas in the required reading, so I strongly recommend you read applications of those theories that most interest you):


**February 4, 2014: Place and social space**

_objectives for the class:_ 1) Identify key physical and social components of place with importance for health and health behavior; 2) Consider appropriate aggregation of space as meaningful place.


Optional:

**February 11, 2014: Modifications to Social Structures to Enhance Health**

*Objectives for the class:* 1) Identify strategies for addressing social determinants of health; 2) Consider practical strength and limitations of such strategies; 3) Be exposed to terms from political science theory related to policy development and implementation.


Optional:
Module # 4
Theoretical Foundations

Module Instructor
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Description of course module
This seminar module is designed to provide an intermediate to advanced level understanding of the theoretical and conceptual foundations of health-related behavior. Using the social ecological framework as a guide, the primary emphasis in this course is placed on the synthesis of institutional/organizational, interpersonal, and intrapersonal/individual-level, theories of health behavior. Students should be prepared to actively engage the subject matter, critique existing theoretical paradigms, and work in an independent and professional manner. The seminar module is socratic by design and works most effectively when students and instructors co-construct meaning and a critical analysis of the readings through active participation.

Course Learning Objectives
By the conclusion of the course, students will be able to:

1. Evaluate the utility of selected health behavior theories and models for advancing public health research and examining determinants of important public health problems and issues.

2. Critically analyze empirical research for the appropriate application and interpretation of theoretical constructs related to health behavior.

3. Generate integrative theoretical frameworks for resolving public health problems.

Class Format
For each class, there will be a brief didactic from 1:25-1:50. We will break from 1:50-2:05 pm. General discussion will run from 2:05-3:50. These slots include an additional 5 minutes of transition time. During this portion of the class, we will address discussion questions and critically evaluate class readings. The discussion period will be divided into two sections. The last 15 minutes of the class (4:00-4:15) will be used for clarification of concepts and wrap-up.

Website
You can access course materials, announcements, and the class discussion board at https://www.unc.edu/sakai/. You will need to enter your UNC onyen and password (the same as your UNC email account). These course materials can be found under HBHE 816.001.SP15 in the ‘Module 4’ section.

Required Text
Course Articles
(Articles can be found at: https://www.unc.edu/sakai/)
The course articles are divided by three broad levels of the social ecological model (institutional/organizational, interpersonal, and intrapersonal/individual). All of the readings are required unless otherwise specified. Students should come to class prepared to discuss these articles. At times, the instructors may post supplemental readings, which are not required for class but are designed to enhance your understanding of concepts or topics addressed in the required readings. These articles will be especially helpful if you have not had a master’s level course in health behavior theory and in preparing your course papers (described later in this document). During the course, optional readings may also be placed on the sakai website. You will receive notification from the course TA whenever optional reading materials are added. Some optional reading materials appear in the syllabus and are designed to provide additional explications of theories covered in the required reading. These articles can be read if your schedule permits and should be added to your “theoretical tool-kit” for later use.

Grading
The course grade is based on points earned from class participation, a final theory integration paper, and an in-class presentation.

95-100 High Pass
83-94 Pass
70-82 Low Pass
Below 70 Fail

Class preparation and participation in discussions
(30 points)
Each student will submit three reflective points to our class discussion forum on sakai by 6pm on Tuesday evening preceding class.

Guidelines for reflective points
Reflective points are designed to stimulate class interactions and encourage active integration of the core theoretical constructs. These reflective points are a key part of your class preparation and participation grade. They should demonstrate a depth of understanding of the course material, but more importantly, your capacity to integrate/synthesize key theoretical constructs into your thinking and practice. You must post reflective points about at least 3 of the readings. Be very specific and use concrete examples that support the points you make.

Following are some questions to guide you in preparing your reflective points: What was most interesting in the readings and/or class discussion and why? What did you agree or disagree with in the readings and/or the class discussion and why? What fit or contradicted your interpretations of the readings and/or class discussion and why? How might the ideas proposed inform strategies to improving health behavior? And most importantly, what was confusing and needs to be re-explained in the readings and or class discussion?

Discussion leaders are responsible for synthesizing these points for the class discussion.
Discussion leader assignments will be made on the first day of class (February 18, 2015).

Theory Integration Paper
(10-15 pages in length; 50 points) (Due April 29, 2015 by 5pm)
During the third week (March 5, 2015) of class, students will identify a health problem affecting a population/group of interest (i.e., African American adolescent boys, rural White females) and a topical outcome (i.e. HIV risk-taking behaviors) that will become the focus of their theory integration paper. These paper topics will need to be submitted via email to me by 5pm on March 5, 2015. Please copy Laura Villa-
Torres on ALL EMAILS related to this paper. **A draft of the conceptual model and brief justification of the model constructs are due by 5pm on March 26, 2015.** Papers should use APA formatting style (6th edition) when citing references. An easy to follow guide can be found at: [http://owl.english.purdue.edu/owl/resource/560/01/]. **A document detailing specific paper guidelines will be distributed during class and posted on the sakai site.**

**In-Class Presentation**
(12-15 minute presentation; 20 points) (Weeks 9 and 10; April 15th and 22nd 2015)
Students will give in-class presentations of ideas that will be presented in their theory integration paper on April 15th and April 22nd. HB faculty are generally invited to attend the presentations. Although, students should keep in mind that faculty attendance is not required and will likely be uneven. A document detailing specific guidelines for the presentation will be distributed during class and posted on the sakai course site by **Week 2 (February 25, 2015).**

**Schedule of Course Readings/Assignments**

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**February 18, 2015: Week 1 (Framing Health Behavior Theory Explorations – Social Ecological Models/Frameworks)**

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**Social Ecological Models/Frameworks (Foundations & Perspectives)**


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**Sample Theoretical Integration/Application**


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**February 25, 2015: Week 2 (Societal Level Theories – Social Processes, Norms, & Values)**

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**Social Dominance Theory (Foundations & Perspectives)**

Theory of Gender & Power (Foundations & Perspectives)


Intersectionality (Foundations & Perspectives)


Sample Theoretical Integration/Application


March 4, 2015: Week 3 (Institutional/Organizational Level Theories – Healthcare Organizations, and Healthcare Utilization)

Healthcare Utilization Theories & Models (Foundations & Perspectives)


Sample Theoretical Integration/Application


Topics for Theory Integration Paper Due by 5pm

March 11, 2015: Week 4 (SPRING BREAK – NO CLASS)

March 18, 2015: Week 5
(Interpersonal Level Theories - Life Course Health Development/Health Socialization)

**Life Course Health Development (Foundations & Perspectives)**


**Health Socialization (Foundations & Perspectives)**


**Sample Theoretical Integration/Application**


March 25, 2015: Week 6
(Interpersonal Level Theories- Stress, Coping, & Social Support)

**Stress, Coping, & Social Support (Foundations & Perspectives)**


**Sample Theoretical Integration/Application**


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**April 1, 2015: Week 7**

**(Intrapersonal/Individual-Level Theories – Social Cognitive Theory & The Health Belief Model)**

**Social Cognitive Theory (Foundations & Perspectives)**


**Sample Theoretical Integration/Application**


**The Health Belief Model (Foundations & Perspectives)**


**Sample Theoretical Integration/Application**


**April 8, 2015: Week 8**

(Intrapersonal/Individual-Level Theories – Theory of Reasoned Action/Planned Behavior, Transtheoretical Model, and Precaution Adoption Process Model)

**Theory of Reasoned Action/Planned Behavior (Foundations & Perspectives)**


**Sample Theoretical Application/Integration**


Transtheoretical Model (TTM) and Precaution Adoption Process Model (PAPM) (Foundations & Perspectives)


Sample Theoretical Application/Integration


April 15, 2015: Week 9
*In-class presentations

April 22, 2015: Week 10 (Last Day of Class)
*In-class presentations

April 29, 2015
Theory Integration Paper Due by 5pm