HB 600 is based on the assumption that public health is a multi-disciplinary, population-oriented field aimed at reducing preventable morbidity and premature mortality, and promoting a higher quality through health intervention. Although we recognize that biological, physical, and medical care factors contribute to population health outcomes, this course emphasizes the relationship of behaviors to health. We will explore the individual, social and contextual reasons why people engage in specific health-related behaviors. We will then examine several educational and environmental strategies that can be employed to change these behaviors to improve public health. HB 600 is intentionally designed as a broad introduction to health promotion planning and practice. Specific concepts and methods are introduced to exemplify, and encourage an appreciation of, the wealth of approaches in the social and behavioral sciences that can inform public health practice and research.

Core Competencies and Course Objectives:
The class is designed to help students achieve the following UNC Gillings School of Global Public Health core public health competencies in the social and behavioral science discipline:

- Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- Identify the causes of social and behavioral factors that affect health of individual and populations.
- Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
- Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
- Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
- Describe the role of social and community factors in both the onset and solution of public health problems.
- Describe the merits of social and behavioral science interventions and policies.
- Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
- 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.

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

1. Understand the role of behavior (e.g., diet, smoking, substance use, physical activity, sexual behaviors) in determining individual, group and population patterns of mortality and morbidity.
2. Apply social and behavioral science theories, concepts and models to identify causes of health-related behaviors, as well as individual, organizational and community factors that impact the potential success of health behavior interventions.
3. Identify ethically appropriate, evidence/theory-based options for addressing a specific health behavior in a specific population.
4. Describe steps and procedures for planning, implementing and evaluating programs or policies to enhance healthy behavior, in collaboration with appropriate partners.
5. Communicate social and behavioral science concepts with other practitioners and lay audiences.

Course Structure

Course Website: Readings (links to .pdf files), presentations (online lectures featuring Powerpoint slides and an audio lecture), instructions for discussion activities, assignments, and exams will all be made available through the course website, found by entering your onyen and password at http://sakai.unc.edu. You will need to familiarize yourself with the Course Materials, Tests & Quizzes, Assignments and (for online students) Forums tabs. Note: the presentations require the RealPlayer plugin. If you are having technical problems with the course website, please contact your TA for assistance, rather than the UNC IT Response Center. If your TA is unavailable, please contact the course instructor, Deshira Wallace (ddwallac@live.unc.edu).

Course Requirements:

Recitation/Discussion Activities (25% of grade): During most weeks of the course, students will meet in small groups to apply the course material to a specific public health example. Using topics and questions developed by the instructor, students will take turns moderating the discussions. In-person recitation groups meet for a specified 50 minute interval each week; online recitation groups complete discussion activities asynchronously through the Forums link in the website. Each person will receive a group participation grade at the end of the semester, based on your TA’s assessment of your participation in the discussion activities over the course of the semester (15% of overall grade), and your efforts at moderating one discussion (10% of overall grade). Specifically:

- Participation points will be based on the extent to which the student consistently:
  1. Participates in discussion in a timely manner:
     - Participate in each discussion activity. Students who are unable to participate in a specific discussion activity should contact their TA in advance (as feasible) to discuss alternative means of contributing.
     - In-person recitation: Arrive on time, refrain from doing other work during recitation
     - Online recitation: Make initial posts between Monday-Thursday and additional posts between Friday-Sunday (posting at two different time points is required)
  2. Contributes to each discussion substantively:
     - Offer new ideas and perspectives (avoid simply agreeing with your classmates)
     - Apply the week’s course materials to the specific topic of discussion (completing the readings and presentations prior to participation will facilitate this)
     - Integrate prior course material, or outside materials, in discussion
     - Respectfully respond to points made by your classmates

Moderation points will be based on the extent to which a student successfully does the following during the week he or she is assigned to moderate:
• Develops a plan for discussion in conjunction with the teaching assistant in advance of the start of recitation.
• Encourages all people to participate, seeking clarification when needed, asking follow-up questions, or guiding discussion to new, relevant topic areas, if appropriate.
• Summarizes the key points of the discussion (i.e. synthesize postings for the group, or doing a “wrap-up” at the end of the section meeting).

_Midterm (20% of grade):_ Students will complete a midterm examination comprised of a mix of multiple choice, true/false and short answer questions. This is a “take-home” style exam (with no time limit) that will be made available about one week in advance of the due date in Sakai. The exam will be open book, but students will not be permitted to discuss the exam with anyone other than the instructor or their teaching assistant. The exam will focus on basic course concepts and the application of course content to specific behaviors and/or populations. Students must submit their responses to each question through an assignment in the “Tests and Quizzes” tab in Sakai by 11:59 p.m. on Sunday, February 26.

_Group Health Promotion Project Proposal (25% of grade):_ In small groups, students will choose a health topic and associated health behavior of interest to them and design an intervention and/or policy for improving behavioral outcomes in a specific target population. Groups will propose a topic, behavior and population by the end of the day on March 5 and then submit a proposed logic model and brief summary of their intervention to their teaching assistant for review by the end of the day on March 26 (10% of overall grade). Then, using a powerpoint presentation, groups will present background about the problem and behavior; suggested intervention strategies, a program logic model, and ideas about program evaluation (15% of overall grade). Presentations will occur during recitation on April 19 (in-person recitations) and at a mutually agreed upon time using real-time online software between April 17-23 (online recitations). Specific instructions for the assignment are available in the course website. _Powerpoint presentations must be provided to the TA at least 24 hours in advance of the presentation._

_Final Exam (30% of grade):_ The final exam will consist of 60-65 multiple choice questions. The exam is open book, but because you will only have 2 hours to complete the exam, you should study and organize your notes to make efficient use of your time. The exam is comprehensive, covering all presentations and readings in the class. _Students will take the exam online during a two hour window of their choosing between May 1 at 9:00 a.m. EST and May 5 at 11:59 p.m._

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/issue. 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 assignments, students should 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. 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. If you have questions about the application of the honor code in this course, you can ask the instructor or TAs. Other resources:

- _Honor system tutorial:_ http://studentconduct.unc.edu/students/honor-system-module
• **UNC library’s plagiarism tutorial**: [http://www.lib.unc.edu/plagiarism/](http://www.lib.unc.edu/plagiarism/)
• **UNC Writing Center handout on plagiarism**: [http://writingcenter.unc.edu/handouts/plagiarism/](http://writingcenter.unc.edu/handouts/plagiarism/)

**Academic Writing**: All written assignments or presentations (group projects) should be completed in a manner that demonstrates academic integrity and excellence. Work should be completed in your own words, but your ideas should be supported with well-cited evidence and theory. The UNC Writing Center provides resources sheets and writing assistance ([http://www.unc.edu/depts/wcweb/](http://www.unc.edu/depts/wcweb/)).

**Student Evaluation**: Final course grades will be assessed on a 100-point scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Activity Participation and Moderation</td>
<td>25</td>
</tr>
<tr>
<td>Midterm (Due February 26)</td>
<td>20</td>
</tr>
<tr>
<td>Group Health Promotion Project Proposal</td>
<td>25</td>
</tr>
<tr>
<td>Topic Posted (March 5)</td>
<td></td>
</tr>
<tr>
<td>Proposed Logic Model &amp; Project Summary (March 26)</td>
<td>10</td>
</tr>
<tr>
<td>Final Project Presentation (April 17-23)</td>
<td>15</td>
</tr>
<tr>
<td><strong>Final Exam</strong> (Taken through Sakai during a two hour window of student’s choosing, between 5/1 at 9:00 am &amp; 5/5 at 11:59 pm)</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

This course includes both graduate and undergraduate students. Each assignment will receive a point score; the letter grade system below can be used to convert assignment and total scores to letter grades. The H/A/A- grades reflect mastery of course content at the highest level of attainment and the P/B+/B grades reflect strong performance demonstrating a high level of attainment.

**Letter Grade Criteria**

- 94-100% H/A
- 90-93% H/A-
- 87-89% P/B+
- 83-86% P/B
- 80-82 P/B-
- 75-79% P/C
- 55-74% L/D
- <55% F

**Course Schedule, Readings, Assignments**

<table>
<thead>
<tr>
<th>WEEK OF:</th>
<th>FORMAT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/11</td>
<td>Presentation</td>
<td>Course Introduction and Logistics (Live/Recorded during residential recitations on January 11, available for online recitations later that afternoon)</td>
</tr>
<tr>
<td></td>
<td>Objectives</td>
<td>• Become familiar with course structure and student responsibilities</td>
</tr>
<tr>
<td></td>
<td>Required Reading</td>
<td>Course Syllabus</td>
</tr>
</tbody>
</table>
WEEK OF: Finish by: 1/15

<table>
<thead>
<tr>
<th>FORMAT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Assignment</td>
<td>Course Introduction <em>(10:10 a.m., 11:15 a.m. residential recitation sections will meet in the Mayes Center (2nd floor Rosenau); 12:20 p.m. residential recitation section(s) will meet in their assigned rooms).</em></td>
</tr>
</tbody>
</table>

Health Behavior Quiz (Note: this quiz is not graded, but some questions will re-appear for grades on the final. The quiz is designed for us to get a sense of student knowledge at the start of the semester.)

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UNIT 1: BEHAVIORAL AND ECOLOGICAL APPROACHES TO PUBLIC HEALTH

1/16

**Lesson 1: Behavior as a Key Risk Factor for Mortality and Morbidity**

**Objectives**
- Get to know your discussion group members
- Identify national and global goals for several prominent health-related behaviors
- Describe current prevalence/patternings of these behaviors
- Understand the influence of these behaviors on key health outcomes

**Required Reading**
- Xu F. et al. (2014). Surveillance for Certain Health Behaviors Among States and Selected Local Areas — Behavioral Risk Factor Surveillance System, United States, 2011. *MMWR Surveillance Summaries*. 63(SS09):1-149. Available at: http://www.cdc.gov/mmwr/preview/mmwrhtml/ss6309a1.htm?s_cid=ss6309a1_w (don’t worry about learning all the details but get a sense of how behaviors of interest to you are measured, and general patterns).
- CDC video about reaching healthy people 2020 goals: https://www.youtube.com/watch?v=5Lul6KNIw_8
- Explore the data visualizations from the Global Burden of Disease Study at: http://www.healthdata.org/gbd/data-visualizations

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1/22

**Discussion** The Role of Individual Behavior in Public Health

**Lesson 2: Overview of the Social Ecological Model**

**Objectives**
- Be introduced to the application of a four-level ecological framework for approaching specific public health problems

**Required Reading**
<table>
<thead>
<tr>
<th>Week of</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
</table>

**Finish by: 1/29 Discussion**
The SEM Applied to Breast Cancer Screening and Treatment in Uganda

### UNIT 2: DETERMINANTS OF HEALTH BEHAVIOR

<table>
<thead>
<tr>
<th>Date</th>
<th>Format</th>
<th>Lesson 1: Individual Level Determinants: Constructs of the Health Belief Model and the Theory of Planned Behavior.</th>
</tr>
</thead>
</table>
| 1/30 | Presentation | **Objectives**  
- Describe the components of the Health Belief Model & the Theory of Planned Behavior, and apply them to a given health problem.  
- Describe strengths and limitations of individual-level theories |
|      | Required Reading: |  

**Finish by: 2/5 Discussion**
Individual Determinants of Vaccine Uptake in Boys

<table>
<thead>
<tr>
<th>Date</th>
<th>Format</th>
<th>Lesson 2: Interpersonal/Relationship Level Determinants: Social Support and Social Networks</th>
</tr>
</thead>
</table>
| 2/6  | Presentation | **Objectives**  
- To define the types of social support and the characteristics of social networks  
- Identify mechanisms through which social support can influence health behaviors |
<p>|      | Required Reading: |</p>
<table>
<thead>
<tr>
<th>Finish by: 2/12</th>
<th>Discussion</th>
<th>Social Relationships and Smoking Among Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/13</td>
<td>Presentation</td>
<td>Lesson 3: Community and Society Level Determinants: Fundamental Cause Theory and the Physical, Political and Social Environment</td>
</tr>
</tbody>
</table>
| | Objectives | - Describe characteristics of neighborhoods, workplaces, economic markets and political systems that can influence health behaviors.  
- Define fundamental cause of disease and how it relates to these behaviors  
- Identify mechanisms through which community and societal factors impact health behaviors |
- TEDx Talk by Camara Jones: Allegories of Race and Racism, available at: [https://www.youtube.com/watch?v=GNhcY6fTyBM](https://www.youtube.com/watch?v=GNhcY6fTyBM)  
- Last Week Tonight with John Oliver: Tobacco. From HBO. Clip available at: [https://www.youtube.com/watch?v=6UsHHOC4q8](https://www.youtube.com/watch?v=6UsHHOC4q8)  
  [Note: some language is appropriate only for adults.] |
<table>
<thead>
<tr>
<th>WEEK OF:</th>
<th>FORMAT</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>71(9): 1601-9.</td>
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</table>

Finish by: 2/19 Discussion Applying Fundamental Cause Theory in the Marshall Islands

## UNIT 3: INTERVENING TO IMPROVE HEALTH

<table>
<thead>
<tr>
<th>Date</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/20</td>
<td>Presentation</td>
<td><strong>Lesson 1: Program Planning through Intervention Mapping &amp; Additional Presentation from the Orange County Department of Aging</strong></td>
</tr>
</tbody>
</table>
|      | Objectives | • Identify individual, organizational and community concerns, assets, resources and deficits as a first step in planning health promotion programs.  
• Identify program objectives based on changeable determinants of health behavior  
• Apply ethical principles to health promotion program planning |

Finish by: 2/26 Discussion Program planning for drowning prevention

Finish by: 2/26 Assignment **The midterm exam must be completed through the “Tests & Quizzes” tab in Sakai by Sunday, Feb 26 at 11:59 p.m.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/27</td>
<td>Presentations</td>
<td><strong>Lesson 2: Education Strategies for Promoting Healthy Behaviors &amp; Additional Presentation on Cooking Matters Program (with HBHE alumna, Laura Seman, MPH)</strong></td>
</tr>
</tbody>
</table>
|      | Objectives | • Identify strategies for enhancing health promotion efforts by refining program messages and identifying and training effective messengers.  
• Compare and contrast several educational strategies employed by health promotion efforts, including Motivational Interviewing, tailored |
<table>
<thead>
<tr>
<th>WEEK OF:</th>
<th>FORMAT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Readings</td>
<td>messages, targeted messages, and Lay Health Advisors.</td>
</tr>
<tr>
<td></td>
<td>• More on lay health advisors/community health workers at: <a href="https://www.youtube.com/watch?v=puNgG0EdMtQ">https://www.youtube.com/watch?v=puNgG0EdMtQ</a></td>
<td></td>
</tr>
<tr>
<td>Finish by: 3/5</td>
<td>Discussion</td>
<td>Using Health Promotion to Enhance the Cooking Matters Program</td>
</tr>
<tr>
<td>Finish by 3/5</td>
<td>Assignment</td>
<td>Group project teams must email their proposed health topic, associated health behavior and population of interest for their group project to their teaching assistant for feedback.</td>
</tr>
<tr>
<td>3/6</td>
<td>Presentations</td>
<td><em>Lesson 3: Policy and Environmental Interventions for Promoting Healthy Behaviors</em></td>
</tr>
<tr>
<td></td>
<td>Objectives</td>
<td>• Identify strategies for modifying the physical, economic or political environment to enhance health promoting behaviors</td>
</tr>
<tr>
<td></td>
<td>• Identify settings in which policy interventions can be implemented</td>
<td></td>
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<tr>
<td></td>
<td>• Identify the advantages and disadvantages of voluntary vs. mandatory, and active vs. passive, environmental and policy approaches.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sorg A., et al. (2013). Regulating price discounting in Providence, RI.</td>
<td></td>
</tr>
<tr>
<td>WEEK OF:</td>
<td>FORMAT</td>
<td>TOPIC</td>
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</table>

Finish by: 3/12 Discussion Policy Debate (Topic TBA)

3/13-3/19 *Spring break, no course assignments*

<table>
<thead>
<tr>
<th>date</th>
<th>format</th>
<th>topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/20</td>
<td>Presentation</td>
<td><strong>Lesson 4: Health Promotion Program and Policy Logic Models</strong></td>
</tr>
</tbody>
</table>
|       | Objectives  | • Apply multilevel approach to intervention development and implementation among a specific population  
• Understand how logic models can work as a tool for multilevel intervention development |
• Review material related to the health behavior you are targeting for your group project at: [http://www.thecommunityguide.org/index.html](http://www.thecommunityguide.org/index.html). (Note: you might also consider the Cochrane Libraries at [www.cochrane.org](http://www.cochrane.org).) |

Finish by 3/26 (11:59 p.m.) Assignment No formal discussion activity. Recitation time will be used by group project teams to develop project ideas and logic models. Teams must complete a draft version of their proposed program logic model and for the Residential groups email it to their residential TA, or for the Online groups post it in the Discussion Forum for their group project in Sakai. More information about the group project assignment is available in the Course Materials tab.

UNIT 4: EVALUATING CHANGE ON MULTIPLE LEVELS

3/27 Presentation **Lesson 1: Program and Policy Evaluation using RE-AIM**

Objectives  
• Introduce a framework for program evaluation and improvement  
• Define dimensions about intervention implementation and intervention impact along which evaluation should be assessed.  
• Write evaluation questions and “SMART objectives” for specific health promotion programs.

Required Reading:  
Finish by: 4/2

Discussion

Evaluating a multi-level intervention using the RE-AIM framework

4/3

Presentation

Objectives

Lesson 2: Conducting Program and Policy Evaluation

- To identify strategies for collecting information about the intervention process, as well as level-specific, behavioral and environmental change during an intervention process.

- Understand data collection modes and their advantages and disadvantages

Required Reading:


Optional (examples of program evaluation)

### WEEK OF:  
#### FORMAT  
#### TOPIC


<table>
<thead>
<tr>
<th>Finish by: 4/9</th>
<th>Discussion</th>
<th>Collecting data to evaluate seat belt use interventions</th>
</tr>
</thead>
</table>

**SYNTHESIS**

- **4/10-4/16**  
  **Lesson 1: Preparing Group Project Presentations**  
  No readings or formal recitation, TAs will be available to assist groups in preparing their group presentations.

  Optional: [http://www.youtube.com/watch?v=KbSPPFYxx3o](http://www.youtube.com/watch?v=KbSPPFYxx3o)

| 4/17 | Presentation | **Lesson 2: Group Project Presentations**  
  *No formal presentation. Students will present the results of their group projects.*  

  **Objectives**  
  - Integrate and apply course concepts to specific health topics and populations

  **Reading:**  
  - No readings assigned this week.

  **Finish by 4/23**  
  **Discussion**  
  Group Project Presentations (online groups will schedule real-time presentations)

- **4/24**  
  **Presentation**  
  **Lesson 3: Reflections on the Field.**  
  *No formal presentation. Discussion based on assigned readings.*

  **Objectives**  
  - Identify outstanding issues in health promotion research and practice.
  - Discuss intersections of health behavior and other public health fields.
  - Provide meaningful feedback about course to TAs and instructors.

  **Reading:**  

  **Finish by 4/26**  
  **Discussion**  
  Reflections on the field

  **Assignment**  
  Course evaluations (please bring laptops to residential sections to complete online evaluation; online students complete evaluations during the week).
<table>
<thead>
<tr>
<th>WEEK OF:</th>
<th>FORMAT</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/1-5/5</td>
<td>Final Exam Available (students choose 2 hour window between May 1 at 9:00 a.m. EST and May 5 at 11:59 p.m. in which to complete the exam online)</td>
<td></td>
</tr>
</tbody>
</table>

*Please complete your course evaluation!*