

**HB 600: Social and Behavioral Sciences in Public Health**  
***Specialized Course Focused on Diet, Physical Activity and Smoking***  
**UNC Gillings School of Global Public Health, Fall 2017**

HB 600 is based on the assumption that public health is a multi-disciplinary field aimed at reducing preventable morbidity and premature mortality, and promoting a higher quality of life in populations and groups 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 outcomes. This semester, the course will focus primarily on diet, physical activity, and smoking as key risk factors for morbidity and mortality. After introducing these subjects, we will explore the individual, social and contextual reasons why people engage in specific dietary, activity or smoking behaviors. We will then examine several educational and environmental strategies that can be employed to change these behaviors to improve public health. Although this semester's subject material is more focused, HB 600 is designed as a broad introduction to health promotion planning and practice. Specific theories, practice models, or evaluation methods are introduced to exemplify, and encourage an appreciation of, the wealth of conceptual and methodological approaches in the social and behavioral sciences that can inform public health practice and research.

**Public Health Knowledge, Competencies and Course Objectives:**

The UNC Gillings School of Global Public Health is in the process of updating the foundational public health knowledge and competencies on which its MPH and MSPH terminal degrees are built. This course was designed to help bachelor's and master's students achieve the following competencies, in effect through 2018:

- 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.

This course will also help students achieve these [newly articulated knowledge and competency areas](#) for master's students:

- Explain behavioral and psychological factors that affect a population's health
- Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities

- Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
- Assess population needs, assets, and capacities that affect communities' health
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
- Design a population-based policy, program, project or intervention
- Select methods to evaluate public health programs
- Communicate audience-appropriate public health content, both in writing and through oral presentation

*This course also has specific objectives. 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 Forums tabs. *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, Shelley Golden ([sgolden@email.unc.edu](mailto:sgolden@email.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).

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, to 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 section for in-person recitations or by posting the questions/tasks and a timeline on the Group's Discussion Board for online recitations).
- 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):** 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, October 8.**

**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 5 p.m. on **October 18**, 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 **November 5** (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, a proposed timeline and ideas about program evaluation (15% of overall grade). Presentations will occur during recitation on **November 29** (in-person recitations) and at a mutually agreed upon time using real-time online software between **November 27-December 3** (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 time.*

**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 Saturday December 9 (at 11:59 a.m.) and Thursday, December 14 (at 11:59 am).**

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 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/>
- *UNC Writing Center handout on plagiarism:* <http://writingcenter.unc.edu/handouts/plagiarism/>

*Academic Writing:* All written assignments or presentations should be completed in a manner that demonstrates academic integrity and excellence. Work should be generally completed in your own words (direct quotes should only be used when necessary), but your ideas should be supported with well-cited evidence and theory. The UNC Writing Center provides resources sheets and one-on-one writing assistance (<http://writingcenter.unc.edu>).

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

Assignment	Percent
<b>Discussion Activity Participation and Moderation</b>	<b>25</b>
<b>Midterm (Due October 8)</b>	<b>20</b>
<b>Group Health Promotion Project Proposal</b>	<b>25</b>
Topic Posted (October 18)	
Proposed Logic Model and Project Summary Posted (Nov. 5)	<b>10</b>
Final Project Presentation (Nov. 27- Dec. 3)	<b>15</b>
<b>Final Exam (Taken through Sakai during a two hour window of student's choosing, between Saturday, December 9 at 11:59 a.m. and Thursday, December 14 at 11:59 a.m.)</b>	<b>30</b>
<b>Total</b>	<b>100</b>

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

### Course Schedule, Readings, Assignments

WEEK OF:	FORMAT	TOPIC
<b>OVERVIEW AND COURSE LOGISTICS</b>		
8/23	Presentation	<b>Course Introduction and Logistics (Live/Recorded during residential recitations on Aug. 23, available for online recitations later that afternoon)</b>
	Objectives	<ul style="list-style-type: none"> <li>• Become familiar with course structure and student responsibilities</li> <li>• Get to know your discussion group members</li> </ul>
	Required Reading	Course Syllabus
Finish by: 8/27	Discussion	<p>Course Introductions (<b>10:10 and 11:15 a.m. residential recitation sections will meet in the Mayes Center (2<sup>nd</sup> floor Rosenau); 12:20 p.m. residential recitation sections will meet in their assigned rooms.</b>)</p>
	<b>Assignment</b>	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.)

### UNIT 1: BEHAVIORAL AND ECOLOGICAL APPROACHES TO PUBLIC HEALTH

8/28		<b>Lesson 1: Behavior as a Key Risk Factor for Mortality and Morbidity</b>
	Objectives	<ul style="list-style-type: none"> <li>• Identify national and global goals for diet, physical activity and smoking</li> <li>• Describe current prevalence/patternings of these behaviors</li> <li>• Understand the influence of these behaviors on key health outcomes</li> </ul>
	Required Reading	<ul style="list-style-type: none"> <li>• Ezzati M &amp; Riboli E. (2012). Can noncommunicable disease be prevented? Lessons from studies of populations and individuals. <i>Science</i>. 337:1482-1487.</li> <li>• Huffman, MD et al. (2012). Cardiovascular health behavior and health factor changes (1988-2008) and projections to 2020: Results from the National Health and Nutrition Examination Surveys. <i>Circulation</i>. 125:2595-2602.</li> <li>• Xu F. et al. (2014). Surveillance for Certain Health Behaviors Among States and Selected Local Areas — Behavioral Risk Factor Surveillance System, United States, 2011. <i>MMWR Surveillance Summaries</i>. 63(SS09);1-149. Available at: <a href="http://www.cdc.gov/mmwr/preview/mmwrhtml/ss6309a1.htm?s_cid=ss6309a1_w">http://www.cdc.gov/mmwr/preview/mmwrhtml/ss6309a1.htm?s_cid=ss6309a1_w</a> (don't worry about learning all the details but get a sense of how tobacco use, diet and physical activity are measured, and general patterns).</li> </ul>

WEEK OF:	FORMAT	TOPIC
		<ul style="list-style-type: none"> <li>Explore the data visualizations from the Global Burden of Disease Study specific to tobacco and obesity at: <a href="http://www.healthdata.org/gbd/data-visualizations">http://www.healthdata.org/gbd/data-visualizations</a></li> </ul> <p><i>Optional:</i> Health, United States 2015. Databook with nationwide trend information about health and various risk factors. Available from the CDC at: <a href="http://www.cdc.gov/nchs/data/hus/hus15.pdf#056">http://www.cdc.gov/nchs/data/hus/hus15.pdf#056</a></p>
Finish by: 9/3	Discussion	The Role of Individual Behavior in Public Health
9/4	Presentation	<b>Lesson 2: Overview of the Social Ecological Model</b>
	Objectives	<ul style="list-style-type: none"> <li>Be introduced to the application of a four-level ecological framework for approaching specific public health problems</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>Sallis, J.F. and Owen, N. (2015). Ecological models of health behavior. In K. Glanz, B. K. Rimer &amp; K. Viswanath (Eds.), <i>Health behavior and health education: Theory, research, and practice</i> (pp. 43–64). San Francisco: Jossey-Bass.</li> <li>Sacks R., Yi, SS &amp; Nonas C. (2015). Increasing access to fruits and vegetables: Perspectives from the New York City experience. <i>American Journal of Public Health</i>, 105(5):e29-e37.</li> <li>In preparation for section, watch clip about Ciclovía in Colombia, available at: <a href="https://www.youtube.com/watch?v=ELa5CHsUepo">https://www.youtube.com/watch?v=ELa5CHsUepo</a></li> </ul>
Finish by: 9/10	Discussion	The SEM Applied to a City-Wide Physical Activity Initiative

## UNIT 2: DETERMINANTS OF HEALTH BEHAVIOR

9/11	Presentation	<b>Lesson 1: Individual Level Determinants: Constructs of the Health Belief Model and the Theory of Planned Behavior.</b>
	Objectives	<ul style="list-style-type: none"> <li>Describe the components of the Health Belief Model &amp; the Theory of Planned Behavior, and apply them to a given health problem.</li> <li>Describe strengths and limitations of individual-level theories</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>Glanz, K. &amp; Rimer, B.K. (2005). Excerpts: Foundations of Theory, Health Belief Model, Theory of Planned Behavior. In: <i>Theory at a Glance: A Guide for Health Promotion Practice</i>. National Cancer Institute. Excerpts available in Sakai, but full guide is available at: <a href="http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf">http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf</a></li> <li>Poss, J. E. (2001). Developing a new model for cross-cultural research: synthesizing the Health Belief Model and the Theory of Reasoned Action. <i>Advances in Nursing Science</i>, 23(4), 1-15.</li> <li>Sun X, Guo Y, Wang S, Sun J (2006). Predicting iron-fortified soy sauce consumption intention: Application of the Theory of Planned Behavior and Health Belief Model. <i>Journal of Nutrition Education and Behavior</i>, 38(5), 276-285. [focus on how constructs are measured]</li> <li>Montanaro EA &amp; Bryan AD. (2014). Comparing theory-based condom interventions: Health Belief Model versus Theory of Planned Behavior.</li> </ul>

WEEK OF:	FORMAT	TOPIC
		<i>Health Psychology</i> . 33(10):1251-1260 [focus on how theories are applied in intervention]
Finish by: 9/17	Discussion	Individual Determinants of Physical Activity During Pregnancy Among Latina Women
9/18	Presentation	<b>Lesson 2: Interpersonal/Relationships Level Determinants: Social Support and Social Networks</b>
	Objectives	<ul style="list-style-type: none"> <li>To define the types of social support and the characteristics of social networks</li> <li>Identify mechanisms through which social support can influence health behaviors</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>Holt-Lunstad J &amp; Uchino BN. (2015). Social support and health. In K. Glanz, B. K. Rimer &amp; K. Viswanath (Eds.), <i>Health behavior and health education: Theory, research, and practice</i> (pp. 183-204). San Francisco: Jossey-Bass Publishers.</li> <li>Shelton RC, et al. (2011). The association between social factors and physical activity among low-income adults living in public housing. <i>American Journal of Public Health</i>. 101:2102-2110.</li> <li>TED Talk by Nicholas Christakis: <a href="http://www.ted.com/talks/nicholas_christakis_the_hidden_influence_of_social_networks.html">http://www.ted.com/talks/nicholas_christakis_the_hidden_influence_of_social_networks.html</a></li> </ul>
		Optional (cited in Discussion Activity)
		<ul style="list-style-type: none"> <li>Simons-Morton, B.G. &amp; Farhat, T. (2010). Recent findings on peer group influences on adolescent smoking. <i>Journal of Primary Prevention</i>. 31:191-208.</li> </ul>
Finish by: 9/24	Discussion	Social Relationships and Smoking Among African American Youth
9/25	Presentation	<b>Lesson 3: Community and Society Level Determinants: Fundamental Cause Theory and the Physical, Political and Social Environment</b>
	Objectives	<ul style="list-style-type: none"> <li>Describe characteristics of neighborhoods and workplaces that can influence health behaviors</li> <li>Articulate pathways through which neighborhood and workplaces might influence health</li> <li>Identify characteristics of fundamental causes of health disparities</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>Cockerham, W.C., Hambry, B.W. &amp; Oates, G.R. (2017). The social determinants of chronic disease. <i>American Journal of Preventive Medicine</i>. 52(1,Suppl1): S5-S12.</li> <li>Underwood E. (2014). Can disparities be deadly? <i>Science</i>. 344(6186): 829-831.</li> <li>New York City Health Commissioner Mary Bassett discussed neighborhoods and health: <a href="http://bigthink.com/videos/mary-bassett-on-new-york-city-health-">http://bigthink.com/videos/mary-bassett-on-new-york-city-health-</a></li> </ul>

WEEK OF:	FORMAT	TOPIC
		<p><a href="https://twitter.com/echochamber/status/1446301074">disparities?utm_campaign=Echobox&amp;utm_medium=Social&amp;utm_source=Twitter#link_time=1446301074</a></p> <ul style="list-style-type: none"> <li>• TEDx Talk by Camara Jones: Allegories of Race and Racism, available at: <a href="https://www.youtube.com/watch?v=GNhcY6fTyBM">https://www.youtube.com/watch?v=GNhcY6fTyBM</a></li> <li>• Last Week Tonight with John Oliver: Tobacco. From HBO. Clip available at: <a href="https://www.youtube.com/watch?v=6UsHHOCH4q8">https://www.youtube.com/watch?v=6UsHHOCH4q8</a> [Note: some language is appropriate only for adults.]</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Phelan, J.C., Link, B.G. &amp; Tehranifar, P. (2010). Social conditions as fundamental causes of health inequalities: Theory, evidence and policy implications. <i>Journal of Health and Social Behavior</i>, 51(s): S28-S40.</li> <li>• Lipperman-Kreda S et al. (2013). Density and proximity of tobacco outlets to homes and schools: Relations with youth cigarette smoking. <i>Prevention Science</i>. Pg. 1-7 (online ahead of print).</li> <li>• Ham DC, Przybeck T, Strickland JR, Luke DA, Bierut LJ, Evanoff BA.(2011). Occupation and workplace policies predict smoking behaviors: analysis of national data from the current population survey. <i>Journal of Occupational and Environmental Medicine</i>, 53(11):1337-1345.</li> </ul>
Finish by: 10/1	Discussion	Applying Fundamental Cause Theory in the Marshall Islands

### UNIT 3: INTERVENING TO IMPROVE HEALTH

10/2	Presentation	<p><b>Lesson 1: Introduction to Program Planning</b></p> <p>and</p> <p><b>Optional: Presentation by Orange County Department on Aging about local physical activity planning efforts</b></p>
	Objectives	<ul style="list-style-type: none"> <li>• Understand how evidence is used in program planning initiatives.</li> <li>• Identify individual, organizational and community concerns, assets, resources and deficits as a first step in planning health promotion programs.</li> <li>• Identify program objectives based on changeable determinants of health behavior</li> <li>• Apply ethical principles to health promotion program planning</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>• Jacobs JA, Jones E, Gabella BA, Spring B &amp; Brownson RC. (2012). Tools for implementing an evidence-based approach in public health practice. <i>Preventing Chronic Disease</i>. 9:110324.</li> <li>• Michie S, et al. (2011). The behaviour change wheel: A new method for characterising and designing behaviour change interventions. <i>Implementation Science</i>. 6:42. [Skim search methods and focus on the components of the wheel.]</li> <li>• Kass, N. E. (2001). An ethics framework for public health. <i>American Journal of Public Health</i>, 91(11), 1776-1782.</li> </ul>

WEEK OF:	FORMAT	TOPIC
		<ul style="list-style-type: none"> <li>Robert Wood Johnson Foundation blog post: Communities are using a powerful tool to journey toward better health. Available at <a href="http://www.rwjf.org/en/culture-of-health/2016/06/communities_are_usin.html?rid=ybd4fWKgYBszQG9_cfC7xuH2z0kuF4M9&amp;et_cid=611613">http://www.rwjf.org/en/culture-of-health/2016/06/communities_are_usin.html?rid=ybd4fWKgYBszQG9_cfC7xuH2z0kuF4M9&amp;et_cid=611613</a></li> </ul> <p><i>For discussion activity:</i></p> <ul style="list-style-type: none"> <li>Pitts SJB, et al. (2013). Formative evaluation for a healthy corner store initiative in Pitt County, North Carolina: Assessing the rural food environment, Part 1. <i>Preventing chronic disease</i>. 10:1-7.</li> <li>Pitts SJB, et al. (2013). Formative evaluation for a healthy corner store initiative in Pitt County, North Carolina: Engaging stakeholders for a healthy corner store initiative, Part 2. <i>Preventing Chronic Disease</i>. 10:1-9.</li> </ul>
Finish by: 10/8	Discussion	Program planning in Pitt County
Finish by: 10/8	Assignment	<b>The midterm exam must be completed through the “Tests &amp; Quizzes” tab in Sakai by Sunday, Oct 8 at 11:59 p.m.</b>
10/9	Presentations	<b>Lesson 2: Education Strategies for Promoting Healthy Behaviors</b>
	Objectives	<ul style="list-style-type: none"> <li>Identify strategies for enhancing health promotion efforts by refining program messages and identifying and training effective messengers.</li> <li>Compare and contrast several educational strategies employed by health promotion efforts, including Motivational Interviewing, tailored messages, targeted messages, and Lay Health Advisors.</li> </ul>
	Readings	<ul style="list-style-type: none"> <li>Farley, T.A., et al. (2017). Mass Media Campaign to Reduce Consumption of Sugar-Sweetened Beverages in a Rural Area of the United States. <i>AJPH</i>. 107(6):989-995. <ul style="list-style-type: none"> <li>Also view videos from campaign at <a href="http://livesugarfreed.org">http://livesugarfreed.org</a></li> </ul> </li> <li>Schoenberg, N.E., et al. (2016). A randomized controlled trial of a faith-placed, lay health advisor delivered smoking cessation intervention for rural residents. <i>Preventive Medicine Reports</i>. 3: 317–323 <ul style="list-style-type: none"> <li><i>Note:</i> The statistical methods used to evaluate this intervention may be unfamiliar to you. When reading this article, focus on how the intervention was developed, and the findings described in the discussion.]</li> </ul> </li> <li>Noar, S. M. &amp; Harrington, N. G. (2016). Tailored communications for health-related decision making and behavior change. In M.A. Diefenbach et al. (Eds.), <i>Handbook of Health Decision Science</i>. (p 251-263). New York: Springer</li> </ul>
Finish by: 10/15	Discussion	Health Promotion in Rural America.
Finish by: 10/18	Assignment	No presentations, readings or discussion groups during the week of 10/16. <b>Group project teams must email their TA with their proposed health topic,</b>

WEEK OF:	FORMAT	TOPIC
		<b>associated health behavior and population of interest for their group project by 5:00 p.m. on 10/18 (and then enjoy fall break!).</b>
10/23	Presentations	<b>Lesson 3: Policy and Environmental Interventions for Promoting Healthy Behaviors</b>
	Objectives	<ul style="list-style-type: none"> <li>Identify strategies (including change to access, price, and marketing) for modifying the physical, economic or political environment to enhance health promoting behaviors</li> <li>Identify setting in which policy interventions can be implemented</li> <li>Identify the advantages and disadvantages of voluntary vs. mandatory, and active vs. passive, environmental and policy approaches.</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>Katz MH (2009). Structural interventions for addressing chronic health problems. <i>The Journal of American Medical Association</i>. 302(6):683-685.</li> <li>Bowen DJ, Barrington WE &amp; Beresford SAA. (2015). Identifying the effects of environmental and policy change interventions on healthy eating. <i>Annual Review of Public Health</i>. 36:289-306.</li> <li>Garrett BE, Dube SR, Babb S &amp; McAfee T. (2015). Addressing the social determinants of health to reduce tobacco-related disparities. <i>Nicotine &amp; Tobacco Research</i>. 17(8): 892-7.</li> </ul> <p>Choose one of:</p> <ul style="list-style-type: none"> <li>[for those interested in public policy] Sorg A., et al. (2013). Regulating price discounting in Providence, RI. Innovative point-of-sale policies: Case study #1. Produced by the Center for Public Health Systems Science at the George Warren Brown School of Social Work at Washington University in St. Louis. Available at: <a href="http://countertobacco.org/sites/default/files/ProvidenceCaseStudy_Oct2013.pdf">http://countertobacco.org/sites/default/files/ProvidenceCaseStudy_Oct2013.pdf</a></li> <li>[for those interested in community organized change] Gavin VR, Seeholzer EL, Leon JB, Chappelle SB &amp; Sehgal AR. (2015). If we build it, we will come: A model for community-led change to transform neighborhood conditions to support healthy eating and active living. <i>American Journal of Public Health</i>. 105:1072-1077.</li> <li>[for those interested in organizational change] Carnethon M et al. (2009). American Heart Association Advocacy Coordinating Committee; Council on Epidemiology and Prevention; Council on the Kidney in Cardiovascular Disease; Council on Nutrition, Physical Activity and Metabolism. Worksite wellness programs for cardiovascular disease prevention: a policy statement from the American Heart Association. <i>Circulation</i>, 120(17):1725-1741.</li> </ul>
Finish by: 10/29	Discussion	Policy Debate: Extension of smokefree laws to e-cigarettes
10/30	Presentation	<b>Lesson 4: Health Promotion Program and Policy Logic Models</b>

WEEK OF:	FORMAT	TOPIC
	Objectives	<ul style="list-style-type: none"> <li>Apply multilevel approach to intervention development and implementation among a specific population</li> <li>Understand how logic models can work as a tool for multilevel intervention development (J Lee article on college campuses and smoking)</li> </ul>
	Reading:	<ul style="list-style-type: none"> <li>Scholmerich, V.L.N. &amp; Kawachi, I.(2016). Translating the Socio-Ecological Perspective Into Multilevel Interventions: Gaps Between Theory and Practice. <i>Health Education &amp; Behavior</i>. 43(1) 17–20.</li> <li>WK Kellogg Foundation. (2004). <i>Logic Model Development Guide</i>. Note: pp. 1-34 are required for this week; the rest of the guide is optional, and likely useful as we transition to program evaluation.</li> <li>Review material related to the health behavior you are targeting for your group project at: <a href="http://www.thecommunityguide.org/index.html">http://www.thecommunityguide.org/index.html</a> (you may also consider the Cochrane Libraries at <a href="http://www.cochrane.org">www.cochrane.org</a>, and, for those of you focused on diet-related interventions: the Center for Training and Research Translation at <a href="http://www.centertrt.org/">http://www.centertrt.org/</a>).</li> </ul>
Finish by 11/5	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 send it to their TA. More information about the group project assignment is available in the Course Materials tab.

#### UNIT 4: EVALUATING CHANGE ON MULTIPLE LEVELS

11/6	Presentation	<b>Lesson 1: Introduction to Program and Policy Evaluation: REAIM</b>
	Objectives	<ul style="list-style-type: none"> <li>Introduce a framework for program evaluation and improvement</li> <li>Define dimensions about intervention implementation and intervention impact along which evaluation should be assessed.</li> <li>Write evaluation questions and “SMART objectives” for specific health promotion programs</li> <li>To write evaluation objectives for specific program components.</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>Jilcott, S., Ammerman A., Sommers, J., &amp; Glasgow, R.E. (2007). Applying the RE-AIM framework to assess the public health impact of policy change. <i>Annals of Behavioral Medicine</i>, 34 (2), 105-114.</li> <li>Glasgow RE, Vogt TM, Boles SM. (1999). Evaluating the public health impact of health promotion interventions: the RE-AIM framework. <i>American Journal of Public Health</i>, 89(9):1322-1327.</li> <li>Handout on SMART objective writing</li> <li><i>For discussion activity:</i> Torres, A., Sarmiento, O.L., Stauber, C. &amp; Zarama, R. (2013). The Ciclovía and Cicloruta programs: Promising interventions to promote physical activity and social capital in Bogotá, Colombia. <i>American Journal of Public Health</i>. 103: e23-e30.</li> </ul>

*Optional (examples of RE-AIM applied to health promotion programs):*

WEEK OF:	FORMAT	TOPIC
		<ul style="list-style-type: none"> <li>Glasgow RE, Whitlock EP, Eakin EG, Lichtenstein E. (2000). A brief smoking cessation intervention for women in low-income planned parenthood clinics. <i>American Journal of Public Health</i>, 90(5):786-789.</li> <li>Dunton GF, Lagloire R, Robertson T. (2009). Using the RE-AIM framework to evaluate the statewide dissemination of a school-based physical activity and nutrition curriculum: "Exercise Your Options". <i>American Journal of Health Promotion</i>, 23(4):229-232.</li> </ul>
Finish by: 11/12	Discussion	Applying RE-AIM to program evaluation
11/13	Presentation	<b>Lesson 2: Data Sources for Program and Policy Evaluation</b>
	Objectives	<ul style="list-style-type: none"> <li>To identify strategies for collecting information about the intervention process, as well as level-specific, behavioral and environmental change during an intervention process.</li> <li>Understand data collection modes and their advantages and disadvantages</li> </ul>
	Required Reading:	<ul style="list-style-type: none"> <li>Tips &amp; Tools #1: Choosing A Data Collection Method. Produced by the Center for Evaluation and Research, Tobacco Control Evaluation Center. Note: full set of tools available at: <a href="http://tobaccoeval.ucdavis.edu/tools.php">http://tobaccoeval.ucdavis.edu/tools.php</a></li> <li><i>For recitation:</i> Center TRT food policy coalition sample logic model and evaluation guide: available at: <a href="http://www.centertrt.org/?a=intervention&amp;id=1143&amp;section=10">http://www.centertrt.org/?a=intervention&amp;id=1143&amp;section=10</a></li> </ul>
		Choose among:
		<ul style="list-style-type: none"> <li>Phillips, M.M., Raczynski, J.M., West, D.S., Pulley, L., Bursac, Z. &amp; Leviton, L.C. (2013). The evaluation of Arkansas Act 1220 of 2003 to reduce childhood obesity: Conceptualization, design, and special challenges. <i>American Journal of Community Psychology</i>. 51: 289-298.</li> <li>Cohen JFW, Richardson S, Austin SB, Economos CD &amp; Rimm EB. (2013). School lunch waste among middle school students: nutrients consumed and costs. <i>American Journal of Preventive Medicine</i>. 44(2):114-121.</li> <li>Boles M, Adams A, Gredler A &amp; Manhas S. (2014). Ability of a mass media campaign to influence knowledge, attitudes, and behaviors about sugary drinks and obesity. <i>Preventive Medicine</i>. 67(Supp. 1): S40-5.</li> </ul>
Finish by: 11/19	Discussion	Data Collection and Evaluation Planing for Food Policy Coalitions

*No class the week of 11/20*

### SYNTHESIS

11/27	Presentation	<b>Group Project Presentations</b> <i>No formal presentation. Students will present the results of their group projects.</i>
	Objectives	<ul style="list-style-type: none"> <li>Integrate and apply course concepts to specific health topics and populations</li> </ul>
	Reading:	<ul style="list-style-type: none"> <li>No readings assigned this week.</li> </ul>

<b>WEEK OF:</b>	<b>FORMAT</b>	<b>TOPIC</b>
Finish by 12/3	Discussion	Group Project Presentations (online groups will schedule real-time presentations)
12/4	Presentation	<p><b>Reflections on the Field.</b>  <i>No formal presentation. Discussion based on assigned readings.</i></p>
	Objectives	<ul style="list-style-type: none"> <li>• Identify outstanding issues in health promotion research and practice.</li> <li>• Discuss intersections of health behavior and other public health fields.</li> <li>• Provide meaningful feedback about course to TAs and instructors.</li> </ul>
	Reading:	<ul style="list-style-type: none"> <li>• Hirsch G, Homer J, Trogon J, Wile K &amp; Orenstein D. (2014). Using simulation to compare 4 categories of intervention for reducing cardiovascular disease risks. <i>American Journal of Public Health</i>. 104(7): 1187-1195.</li> <li>• Golden SD &amp; Earp JL. (2012). Social ecological approaches to individuals and their contexts: Twenty years of HEB health promotion interventions. <i>Health Education &amp; Behavior</i>. 39: 364-372.</li> </ul>
Finish by 12/6	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).
12/9-12/14		Final Exam Available (students choose 2 hour window <b>between Saturday Dec. 9 at 11:59 a.m. (i.e. noon) and Thursday Dec. 14 at 11:59 a.m. EST (i.e., noon)</b> in which to complete the exam online)