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Course Overview

Course Description

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

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

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

Prerequisites

HBEH 730 or equivalent

Instructor(s)

Shelley Golden, PhD
Assistant Professor
Health Behavior
Rosenau 364
Email: sgolden@email.unc.edu

Laura Villa-Torres, PhD
Post Doctoral Research Associate
Center for Health Equity Research, Social Medicine
McNider 319A
Email: villal@live.unc.edu

Teaching Assistant

Megan Evans, Email: sundeme@live.unc.edu

Class Days, Times, Locations

Mondays, 1:25-4:15, Rosenau 332

Office Hours

There are no set office hours for this course. Students may request an appointment by email.

Course Texts

Readings will be noted in the Course Schedule and provided in Sakai. Required book for Global Health Module:
Course Format

The course format will consist of a seminar-style class that meets weekly. Students are expected to complete the readings before class and come to each class prepared to discuss the texts.
Course Policies

Recognizing, Valuing and Encouraging Inclusion and Diversity in the Classroom

We share the School’s commitment to diversity. We are committed to ensuring that the School is a diverse, inclusive, civil and welcoming community. Diversity and inclusion are central to our mission — to improve public health, promote individual well-being and eliminate health inequities across North Carolina and around the world. Diversity and inclusion are assets that contribute to our strength, excellence and individual and institutional success. We welcome, value and learn from individual differences and perspectives. These include but are not limited to: cultural and racial/ethnic background; country of origin; gender; age; socioeconomic status; physical and learning abilities; physical appearance; religion; political perspective; sexual identity and veteran status. Diversity, inclusiveness and civility are core values we hold, as well as characteristics of the School that we intend to strengthen.

We are committed to expanding diversity and inclusiveness across the School—among faculty, staff and students; on advisory groups; and in our curricula, leadership, policies, and practices. We measure diversity and inclusion not only in numbers, but also by the extent to which students, alumni, faculty and staff members perceive the School’s environment as welcoming, valuing all individuals and supporting their development.

In this class, we practice these commitments in the following ways:

- Develop participation approaches that acknowledge the diversity of ways of contributing in the classroom and foster participation and engagement of all students.
- Structure assessment approaches that acknowledge different methods for acquiring knowledge and demonstrating proficiency.
- Encourage and solicit feedback from students to continually improve inclusive practices.

As a student in the class, you are also expected to understand and uphold the following UNC policies:

- Diversity and Inclusion at the Gillings School of Global Public Health: [http://sph.unc.edu/resource-pages/diversity/](http://sph.unc.edu/resource-pages/diversity/)
Accessibility

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), https://ars.unc.edu/; phone 919-962-8300; email ars@unc.edu. Students must document/register their need for accommodations with ARS before accommodations can be implemented.

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: https://caps.unc.edu or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

UNC Honor Code

As a student at UNC-Chapel Hill, you are bound by the university's Honor Code, through which UNC maintains standards of academic excellence and community values. It is your responsibility to learn about and abide by the code. All written assignments or presentations (including team 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. To ensure effective functioning of the Honor System at UNC, students are expected to:

a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.

b. Learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.

c. Certify that no unauthorized assistance has been received or given in the completion of graded work.

d. Report any instance in which reasonable grounds exist to believe that a fellow student has violated the Honor Code.

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 any questions about your rights and responsibilities, please consult the Office of Student Conduct at https://studentconduct.unc.edu/, or consult these other resources:

- Honor system module.
- UNC library's plagiarism tutorial.
- UNC Writing Center handout on plagiarism.
Instructor Expectations

Email

The instructors will typically respond to email within 24-48 hours. If you email on the weekend, or receive an out of office reply when emailing, it may take longer to receive a reply. The instructors will provide advance notice, if possible, when their responses will be limited.

Feedback

All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback is meant to be constructive and help the student continue to build upon their skills. Feedback is a tool that you as a learner can use to understand the areas in which you are succeeding and what you can do to improve in other areas.

Grading

Assignments will be graded no more than two weeks after the due date. Assignments that build on the next assignment will be graded within one week of the final due date. Early submissions will not be graded before the final due date.

Syllabus Changes

The instructors reserve the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

Student Expectations

Appropriate Use of Course Resources:

The materials used in this class, including, but not limited to, syllabus, exams, quizzes, and assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to external websites for the purpose of sharing those materials with other current or future students.

Course Preparation

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

Class Participation

Every member of this class brings a unique perspective to the classroom. Through your academic and personal experiences, it is likely that you each have developed specific ways of viewing and analyzing problems; adopted certain styles of intellectual exchange; and cultivated strong beliefs about what is right and wrong. In this class, we expect you to share your perspectives with the class, while remaining open and respectful to new ideas and opinions. In addition, we encourage you to apply core principles of academic inquiry to course materials and your own ideas through thorough consideration of theoretical and empirical evidence. Students should be
active participants in our discussions, while also helping ensure that all voices are heard and valued.

In each module, you will be asked to help facilitate class discussion. We view this as a key skill to develop over the course of your training, so will aim to give you resources and constructive feedback. We encourage you to think creatively and constructively about how to best use class time to meet learning objectives and wrestle with important concepts. Advance preparation will be essential to do this successfully.

**Assignments**

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

**Late Work**

Late, missed, or rescheduled work: Assignment due dates will not be changed because of exams or assignments in other courses or because of conflicting vacation travel plans. Late submissions will receive a 10% point reduction for every day that they are late. After seven days, late submissions will receive no points. Corrected submissions will not be accepted unless stated otherwise. Should a medical or family emergency that impacts submission of work arise during the course, inform the instructor as soon as possible.

**Communication**

You are expected to follow common courtesy in all communication including email, discussion boards, and face-to-face. All email correspondence between student/instructor and peer/peer will be conducted in a professional manner following email etiquette.

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

**Technical support**

The UNC Information Technology Services (ITS) department provides technical support 24-hours per day, seven days per week. If you need computer help, please contact the ITS Help Desk by phone at +1-919-962-HELP (919-962-4357), or by email at [help@unc.edu](mailto:help@unc.edu), or by visiting their website at [http://help.unc.edu](http://help.unc.edu), or by UNC Live Chat at [http://its.unc.edu/itrc/chat](http://its.unc.edu/itrc/chat).
## Competencies, Learning Objectives, and Assessment

You will develop the following competencies of the Health Behavior doctoral program during this course.

### Map of HBEH PhD Competencies, Learning Objectives, and Assessments.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Learning Objectives</th>
<th>Assessment Assignments with brief descriptions</th>
</tr>
</thead>
</table>
| Integrate social science and behavioral theories and empirical research to critically assess how health behaviors are formed and changed. | • Contrast different ontologies and epistemologies relevant for public health.  
• Define theory as applied in public health  
• Articulate the value of theory for health behavior research and practice.  
• Define the concepts of rationality that underlie many health behavior theories.  
• Identify sources of individual and group power that can influence population health profiles. | Required participation and discussion board posting for Module/Session 1.2, 1.4, 1.5, 2.1, 2.5, 2.7  
Module 1 final paper presentation and paper require students to reflect on the role of theories and/or empirical research as they have been applied to a specific health topic.  
Module 2 final paper requires students to reflect on key concepts of globalization and global health and apply them to a specific health topic. |
| Identify essential and compelling gaps in understanding of determinants and outcomes of health behaviors and develop appropriate research questions to address these gaps. | • Identify and critique key strategies employed in public health interventions.  
• Identify challenges facing the ongoing development of health behavior theory  
• Critically consider ethical questions that underpin health behavior and health education research and practice.  
• Summarize literature related to a key public health issue of interest to you and critically reflect on gaps in that literature.  
• Identify compelling questions that need answering to advance public health work related to a specific health issue. | Required participation and discussion board posting for Module/Session 1.3, 1.4, 1.6, 2.2, 2.3, 2.6, 2.7  
Module 1 final presentation and paper require students to use a brief literature review to identify key questions facing public health researchers and practitioners working on a particular health topic.  
Module 2 final paper requires students to identify ethical and practical concerns in researching and developing interventions in global settings. |
| Communicate health behavior research to diverse audiences via presentations and publications. | • Summarize literature related to a key public health issue of interest to you and critically reflect on gaps in that literature.  
• Develop skills in oral presentation.  
• Provide constructive feedback to your peers. | Module 1 includes presentation and written paper to be submitted.  
Module 2 includes a written paper to be submitted |
Course Assignments and Assessments

This course will include graded assignments and/or exams.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pre-class reflection</td>
<td>5</td>
<td>Sundays, by 11:59 p.m.</td>
</tr>
<tr>
<td>• Class participation</td>
<td>10</td>
<td>During class</td>
</tr>
<tr>
<td>• Class co-facilitation</td>
<td>5</td>
<td>Date varies by student</td>
</tr>
<tr>
<td>• Module 1 draft paper and feedback</td>
<td>5</td>
<td>10/10, 11:55 pm (draft)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10/16, 11:55 pm (feedback)</td>
</tr>
<tr>
<td>• Module 1 presentation</td>
<td>5</td>
<td>October 15, in class</td>
</tr>
<tr>
<td>• Module 1 class paper</td>
<td>20</td>
<td>October 17, by 5 p.m.</td>
</tr>
<tr>
<td><strong>Module 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pres-class reflection</td>
<td>5</td>
<td>Sundays, by 11.59 p.m.</td>
</tr>
<tr>
<td>• Class participation</td>
<td>10</td>
<td>During class</td>
</tr>
<tr>
<td>• Class co-facilitation</td>
<td>5</td>
<td>Dates varies by student</td>
</tr>
<tr>
<td>• Module 2 draft paper and feedback</td>
<td>5</td>
<td>November 20th, 11:55 pm (draft)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>November 27th, 11:55 pm (feedback)</td>
</tr>
<tr>
<td>• Final paper</td>
<td>25</td>
<td>December 5th, by 5 p.m.</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100</td>
<td></td>
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</table>

Grading

Final course grades will be determined using the following scale, consistent with UNC Graduate School grading policies.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>Greater than or equal to 90</td>
</tr>
<tr>
<td>P</td>
<td>High Pass: Clear excellence</td>
</tr>
<tr>
<td>L</td>
<td>Greater than or equal to 80</td>
</tr>
<tr>
<td></td>
<td>Pass: Entirely satisfactory graduate work</td>
</tr>
<tr>
<td>F</td>
<td>Greater than or equal to 70</td>
</tr>
<tr>
<td></td>
<td>Low Pass: Inadequate graduate work</td>
</tr>
<tr>
<td></td>
<td>Less than 70</td>
</tr>
<tr>
<td></td>
<td>Fail</td>
</tr>
</tbody>
</table>

Assignment Descriptions and Rubrics

Pre-class reflection:

BOTH MODULES: To encourage active reading and provide suggestions for facilitators, each student should post one discussion question or comment to the weekly discussion board (which you can find in Sakai). Comments or questions should draw on at least two readings and should do one of the following: 1) reflect on how theory or evidence from one paper supports or contrasts with those of another; 2) describe how one reading provides a response to an unanswered question or limitation in another reading, 3) identify important issues or questions that remain unanswered by both readings; 4) respond to a post of a classmate, drawing on another reading or an experience from your own work; or 5) reflect on how the readings, taken together, inform your own thinking about a topic of particular interest to you.

To keep these manageable for everyone, please keep your entire post to 5 sentences or fewer, and post by 11:59 pm the night before class.
Grading rubric for pre-class reflection

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Clear Excellence</th>
<th>Satisfactory</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency (1 point)</td>
<td>Reflection comments posted in Sakai by the deadline for all required weeks</td>
<td>Reflection comments posted in Sakai by the deadline for most required weeks, or occasionally posted late</td>
<td>Reflection comments posted in Sakai by the deadline for fewer than 80% of the required weeks, or frequently posted late</td>
</tr>
</tbody>
</table>
| Contribution to the Learning Community (4 points) | All questions or comments apply and extend course material by:  
- Integrating the student's previous experience  
- Comparing or contrasting with other course material  
- Probing key questions or issues in the health behavior field or a topic of interest to the student | Most questions or comments apply and extend course material by:  
- Integrating the student's previous experience  
- Comparing or contrasting with other course material  
- Probing key questions or issues in the health behavior field or a topic of interest to the student  
However, some questions fail to delve deeply or extend thinking about course material. | Some questions or comments apply and extend course material by:  
- Integrating the student's previous experience  
- Comparing or contrasting with other course material  
- Probing key questions or issues in the health behavior field or a topic of interest to the student  
However, many questions fail to delve deeply or extend thinking about course material. |

Class participation:
BOTH MODULES: All students are expected to contribute to the collaborative learning environment through effective participation in class. If missing class is unavoidable due to illness, personal emergency, or professional development opportunity, students should discuss the absence with the instructor (in advance when possible) and submit a one page reflection paper exploring and comparing concepts covered in a least 3 readings.

Grading rubric for class participation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Clear Excellence</th>
<th>Satisfactory</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (2 points)</td>
<td>Attends all classes except when absences are approved by instructor (and reflection paper is completed).</td>
<td>Misses one class without approval by instructor or when no reflection paper is completed.</td>
<td>Misses at least two classes without approval by instructor, or without completing a reflection paper.</td>
</tr>
</tbody>
</table>
| Contribution to the Learning Community (8 points) | Attempts to motivate the group discussion; presents creative approaches to the topic. Strong contributions include  
1. Validating – Validates the contributions of others and | Attempts to motivate the group discussion but does not always succeed; sometimes presents creative approaches to the topic. Satisfactory contributions include:  
1. Validating – Partially validates the contributions of | Does not attempt to motivate the group discussion; does not present creative approaches to the topic. Inadequate contributions may include:  
1. Validating – Does not validate the contributions of |
Class Co-Facilitation

BOTH MODULES: Although the instructor will introduce the topic, clarify course material, and ensure that key points are covered in the discussion, some or all of the discussions will be facilitated by students in each class. Each week, 1-2 students will create a discussion plan that includes a set of probing questions for large or small group discussion, and/or small or large group activities designed to help students apply course material to public health topics or enhance their understanding of concepts and their limitations. Students will schedule a meeting with the instructor in advance of the class they are facilitating. At that meeting, students will share a draft class plan, including timetable, that outlines discussion questions and activities. The students and instructor will discuss the plan, and students will revise the plan and provide it to the instructor in advance of class. The revised plan should include a detailed timetable, and also include options for changing or extending the plan as needed (e.g., additional probing questions, options for activities to add or cut). Students who are collaborating to facilitate should ensure the preparation and facilitation tasks are balanced between them. Additional resources related to facilitation activities and styles are available in Sakai.

### Grading rubric for class co-facilitation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Clear Excellence</th>
<th>Satisfactory</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance Planning (1 pt)</td>
<td>Student(s) come to instructor meeting with a drafted class plan and have identified questions or areas for feedback. Students submit a revised plan to the instructor that includes a reasonable timetable, and provides options for flexibility during discussion.</td>
<td>Students submit draft and final plan at appropriate times, but include a timetable that might be unreasonable, or fails to consider options for flexibility during class discussion.</td>
<td>Student(s) fail to bring a draft plan to the instructor meeting or fail to submit a final plan in advance of class. Alternatively, draft or final plan is incomplete or fails to specify a potentially reasonable timeframe.</td>
</tr>
<tr>
<td>Posed Questions (1 pt)</td>
<td>Posed questions were clear and specific, yet open-ended. Questions were designed to build upon, apply or critique key course concepts (rather</td>
<td>Most posed questions were open-ended and designed to extend course materials, but some were overly simplistic, or difficult for students to</td>
<td>Only some posed questions were open-ended and designed to extend course materials, whereas many were overly simplistic,</td>
</tr>
</tbody>
</table>

Last updated: [August 2018]
<table>
<thead>
<tr>
<th>Activity execution (1 point)</th>
<th>Activity purpose and instructions were clear. Activity helped students apply, compare or identify strengths and limitations of course concepts. Activity debrief fostered further reflection (instead of simply summarizing small group discussions).</th>
<th>Activity purpose and instructions were mostly clear but needed some additional explanation. Activity generally helped students apply, compare or identify strengths and limitations of course concepts, but slight changes to the activity plan might have enhanced this. Debrief was conducted, but could have better fostered further reflection.</th>
<th>Activity purpose and instructions unclear. Activity failed to extend course materials in appropriate ways, and/or activity debrief was missing or insufficient to foster further reflections.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitation (2 points)</td>
<td>Discussion followed the class plan except when changes were needed to accommodate learning objectives. Facilitators were well-prepared, budgeted their time well, appropriately shared roles, and paid close attention to group dynamics.</td>
<td>Discussion mostly followed the class plan but got off track on occasion without appropriate redirection by facilitators. Facilitators were mostly well-prepared and shared their roles, but more attention to timetables or group dynamics would have enhanced discussion.</td>
<td>Discussion strayed significantly from the class plan in a way that resulted in limited achievement of learning objectives. Facilitation would have been improved by further advance preparation, better time management, and/or more attention to group dynamics.</td>
</tr>
</tbody>
</table>

Module 1 Paper and Presentation
Each student will write a 5-7 page (double-spaced, 12 point font) paper on a public health topic of personal/professional interest. They will also present a companion 10 minute Powerpoint presentation in which they will share their ideas with the full class (each presentation will be followed by 3-4 minutes of questions from the class). In order to develop skills providing and integrating professional feedback, students will also trade paper drafts with a colleague and provide a brief written summary and critique.

Module 1 Draft Paper and Feedback
Prepare a draft of the final paper using the instructions and guidelines under Module 1 Final Paper below, and provide a copy to your assigned peer reviewer. Read the paper draft provided to you by that peer. Using no more than one single-spaced page, write a critique that includes the following:

- 3-5 sentences summarizing the paper (or what you, as the reader, think the paper is about).
- Description of paper strengths, including, as appropriate, both the ideas/approach of the paper and writing/organization style.
- Description of paper limitations (e.g., sections that were confusing, key points left unaddressed, etc.).
- Present at least 1-2 suggestions for what could be done differently to improve the paper. These suggestions can include additional questions for the author to consider. As possible and appropriate,
indicate why you are making the suggestions you are. Remember to keep the tone constructive and respectful. This section can be in bullet form if you prefer.

### Module 1 Draft Paper and Feedback Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Clear excellence</th>
<th>Satisfactory</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Draft (2 points)</strong></td>
<td>Student provides a complete paper draft to an assigned peer for review by the assignment deadline.</td>
<td>Student provides a mostly complete paper draft to an assigned peer for review by the assignment deadline, but certain sections appear incomplete.</td>
<td>Student provides an incomplete or late draft to an assigned peer for review, or fails to provide a draft in time to receive review.</td>
</tr>
<tr>
<td><strong>Peer Critique (3 points)</strong></td>
<td>Critique provides a brief summary of the paper, identifies key strengths and limitations of the paper, and includes constructive suggestions for improvement.</td>
<td>Critique provides a brief summary of the paper, identifies some strengths and/or limitations of the paper. However, suggestions for improvement are limited or less helpful, or key strengths/limitations are absent.</td>
<td>Critique is incomplete, failing to include a summary and/or include strengths or limitations of the paper. Suggestions for improvement are limited or absent.</td>
</tr>
</tbody>
</table>

### Module 1 Final Paper

Final papers should include the following (not necessarily in this order):

- Description of a public health problem that is relatively brief, but includes enough information so that someone with different public health interests would feel oriented to the topic. Depending on the topic you might include information about health outcomes, associated behaviors, specific populations/disparities, regions/geographies etc.
- Summary of the factors that public health experts believe may contribute to the public health problem, and the key strategies that have been used to address it.
- Examples of how a) theory/theoretical ideas, b) empirical research, c) grounded/community-based approaches and/or d) social justice or other value-based/ethical systems have informed our understanding of the problem and potential solutions. (Please include at least 2 of these 4 example areas.)
- Your thoughts on 2-3 key questions facing public health researchers and practitioners interested in this topic. For each, be sure to explain why answering the question is important, and how the answers could be used to improve public health research or practice.
- Bibliography of sources cited (not included in page limits)

Papers/presentations will draw on two key sources of information: 1) 8-10 empirical and/or theoretical articles specific to the topic of interest identified by the student, and 2) material from the course (focus on material that is most appropriate, and do not feel obliged to use material that isn’t directly applicable).

Although not required, we strongly recommend that read and annotate your 8-10 topic-specific articles using the following template to organize your ideas:
<table>
<thead>
<tr>
<th>Pub. Year</th>
<th>Authors</th>
<th>Title</th>
<th>Journal</th>
<th>Research questions or main topic</th>
<th>Main findings</th>
<th>Theories used</th>
<th>Data sources used</th>
<th>Ethical issues raised</th>
<th>Conceptual or empirical limitations</th>
</tr>
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<tbody>
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Resources:
- HSL video on literature searching: [https://hsl.lib.unc.edu/videos/literature-searching](https://hsl.lib.unc.edu/videos/literature-searching)
- Public health guides/tutorials/librarian: [https://guides.lib.unc.edu/public-health](https://guides.lib.unc.edu/public-health)
- Citing/writing tools: [http://hsl.lib.unc.edu/citing](http://hsl.lib.unc.edu/citing) (it’s a good time to start using a citation manager if you haven’t started already)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Clear excellence</th>
<th>Satisfactory</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Framing</strong> (4 points)</td>
<td>Problem context and description are concisely and clearly described. Problem estimates or statistics are provided but not limited to facts. Author makes a compelling case for the problem as a critical issue that deserves attention.</td>
<td>Problem is described, but could be more concise or clear, or could have been better supported by different estimates or statistics. Author’s case for the problem as deserving attention is good, but could be strengthened.</td>
<td>Problem is insufficiently described, no estimates or statistics provided, and/or author’s case for the problem as a critical issue deserving attention is unconvincing.</td>
</tr>
<tr>
<td><strong>Application of Course Content</strong> (4 points)</td>
<td>Strong illustrations of how two of course content areas (theory, empirical research, participatory approaches, ethics issues) have been described in the literature. Paper moves beyond simply summarizing to reflect on key gaps and/or apply course material effectively.</td>
<td>Illustrations of how two of course content areas (theory, empirical research, participatory approaches, ethics issues) have been described in the literature are included but lacks sufficient reflection on key gaps or is only briefly connected to other course material.</td>
<td>Fewer than two course content areas (theory, empirical research, participatory approaches, ethical issues) illustrated or discussed.</td>
</tr>
<tr>
<td><strong>Questions and Justification</strong> (5 points)</td>
<td>At least two questions are identified. Questions flow logically from summary of literature provided. Author makes a compelling case for</td>
<td>At least two questions are identified. Questions mostly flow from the summary of the literature. Justification for the questions and/or how they</td>
<td>Fewer than two questions are identified, questions fail to flow logically from the summary of the literature, justification for the questions</td>
</tr>
</tbody>
</table>

Last updated: [August 2018]
Module 1 Paper Presentation

On the last day of the module, students will present a companion 10 minute PowerPoint presentation in which they will share their paper ideas with the full class. Each presentation will be followed by 3-4 minutes of questions from the class. The presentation should draw on all parts of the paper, with emphasis on the illustrations of course content areas and questions to be posed in the paper. Students can use the presentation to ask for feedback on issues they are struggling with as they draft their papers, but the majority of the presentation should reflect near-final paper ideas.

<table>
<thead>
<tr>
<th>Module 1 Paper Presentation Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>Scope(2 points)</td>
</tr>
</tbody>
</table>

| Document Organization (2 points) | Organization and structure very evident: major points divided into paragraphs and signaled by use of transitions. Each paragraph has a topic sentence; sentences within each paragraph relate to each other and are subordinate to the topic. Introduction and conclusions effectively related to the whole. | Organization and structure mostly clear. Many major points are separated into paragraphs and signaled by transitions. Most points are logically developed. There may be a few minor digressions but no major ones. Introduction and conclusions implications are somewhat effective. | The organization and structure must be inferred by the reader. Only some major points are set off by paragraphs and are signaled by transitions. There are many points that are not logically connected. There are several major digressions. Introduction and conclusions are lacking or ineffective. |
| Supporting Material (1 point) | All of the supporting materials were relevant and information listed was incorporated using valid sources. | Most of the supporting materials were relevant and information listed was incorporated using valid sources. | Few of the supporting materials were relevant and information listed was incorporated using valid sources. |
| Documentation of Sources (1 point) | Cites all data obtained from other sources. Citation style is accurate. | Cites most data obtained from other sources. Citation style is accurate. | Does not cite sources or cites only some data obtained from other sources. Citation style is either inconsistent or incorrect. |
| Spelling/ Grammar (1 point) | No spelling or grammatical errors. Sentences are clear and flow in logical order | Very few spelling or grammatical errors. Most sentences clear and flow logically. | Multiple spelling or grammatical errors on the majority of pages. Difficult to understand sentences and logical flow of paper. |
Module 2 Paper
Each student will write a 8-10 page (double-spaced, 12 point font) paper to encourage critical thinking on the concepts learned in module 2 and to apply them to a health interest of the student. In order to develop skills providing and integrating professional feedback, students will also trade paper drafts with a colleague and provide a brief written summary and critique.

Module 2 Draft Paper and Feedback
Prepare a draft of the final paper using the instructions and guidelines under Module 2 Final Paper below, and provide a copy to your assigned peer reviewer. Read the paper draft provided to you by that peer.
Using no more than one single-spaced page, write a critique that includes the following:
• 3-5 sentences summarizing the paper (or what you, as the reader, think the paper is about).
• Description of paper strengths, including, as appropriate, both the ideas/approach of the paper and writing/organization style.
• Description of paper limitations (e.g., sections that were confusing, key points left unaddressed, etc.).
• Present at least 1-2 suggestions for what could be done differently to improve the paper. These suggestions can include additional questions for the author to consider. As possible and appropriate, indicate why you are making the suggestions you are. Remember to keep the tone constructive and respectful. This section can be in bullet form if you prefer.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Clear excellence</th>
<th>Satisfactory</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft (2 points)</td>
<td>Student provides a complete paper draft to an assigned peer for review</td>
<td>Student provides a mostly complete paper draft to an assigned peer for review</td>
<td>Student provides an incomplete or late draft to an assigned peer for review, or</td>
</tr>
</tbody>
</table>

Note: grades will be determined based on peer feedback as well as instructor assessment.
Peer Critique (3 points)
Critique provides a brief summary of the paper, identifies key strengths and limitations of the paper, and includes constructive suggestions for improvement.

Critique provides a brief summary of the paper, identifies some strengths and/or limitations of the paper. However, suggestions for improvement are limited or less helpful, or key strengths/limitations are absent.

Critique is incomplete, failing to include a summary and/or include strengths or limitations of the paper. Suggestions for improvement are limited or absent.

Module 2 Final Paper
Final papers should include the following (not necessarily in this order):

- Description of a public health problem that is relatively brief, but includes enough information so that someone with different public health interests would feel oriented to the topic. Depending on the topic you might include information about health outcomes, associated behaviors, specific populations/disparities, regions/geographies, etc. (you are allowed to use the same topic chosen for Module 1)
- An analysis of the chosen public health problem of your interest utilizing at least 2 concepts or theories from Module 2.
- A reflection on how your chosen public health problem relates to globalization, and ethical and practical concerns related to conducting research/ interventions at a global level.

Papers will draw on two key sources of information: 1) 8-10 empirical and/or theoretical articles specific to the topic of interest identified by the student, and 2) material from Module 2 (focus on material that is most appropriate, and do not feel obliged to use material that isn’t directly applicable).

[Rubric coming soon.]
# Course-at-a-Glance

## Module 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Session/Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>1. What is Public Health? What is the Field of Health Behavior?</td>
<td></td>
</tr>
<tr>
<td>9/10</td>
<td>2. Understanding and Prioritizing Public Health Problems</td>
<td></td>
</tr>
<tr>
<td>9/17</td>
<td>3. Public Health Approaches to Health Problems</td>
<td></td>
</tr>
<tr>
<td>9/24</td>
<td>4. The Use of Theories and Rational Behavior Concepts in Research and Practice</td>
<td></td>
</tr>
<tr>
<td>10/1</td>
<td>5. Community and Participatory Strategies in Public Health</td>
<td></td>
</tr>
<tr>
<td>10/8</td>
<td>6. Public Health and Health Promotion Ethics</td>
<td>Module 1 draft papers due 10/10 by 11:55 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Module 1 draft paper feedback due by 10/16 at 11:55 pm</td>
</tr>
<tr>
<td>10/15</td>
<td>7. Module 1 Presentations</td>
<td>Module 1 presentations done in class.</td>
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<tr>
<td></td>
<td></td>
<td>Module 1 papers due 10/17 by 5 pm</td>
</tr>
</tbody>
</table>

## Module 2

<table>
<thead>
<tr>
<th>Date</th>
<th>Session/Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22</td>
<td>1. Key Concepts in Globalization and Health</td>
<td></td>
</tr>
<tr>
<td>11/5</td>
<td>3. Global Flows of Aid, Trade and Finance</td>
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<tr>
<td>11/12</td>
<td>4. Guest lecture: TBD</td>
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</tr>
<tr>
<td>11/19</td>
<td>5. Global Flows of People: Migration and Health</td>
<td>Module 2 draft papers due 11/20 by 11:55 pm</td>
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<td></td>
<td>Module 2 draft paper feedback due 11/27 by 11:55 pm</td>
</tr>
<tr>
<td>11/26</td>
<td>6. Global Flows of Pathogens-Epidemics and Infectious Diseases</td>
<td></td>
</tr>
<tr>
<td>12/3</td>
<td>7. Health Behavior Interventions in Global Contexts</td>
<td>Module 2 papers due 12/5 by 5 pm</td>
</tr>
</tbody>
</table>
# Course Schedule

The instructor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

## FIRST MODULE

<table>
<thead>
<tr>
<th>August 27</th>
<th>M1.1 What is Public Health? What is the Field of Health Behavior?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency or Foundational Knowledge</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>Be introduced to classmates and instructors.</td>
</tr>
<tr>
<td><strong>Assignments/Deadlines</strong></td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>September 10</th>
<th>M1.2 Understanding and prioritizing public health problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency or Foundational Knowledge</td>
<td>Integrate social science and behavioral theories and empirical research to critically assess how health behaviors are formed and changed.</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>Contrast different ontologies and epistemologies relevant for public health.</td>
</tr>
</tbody>
</table>
### Required Readings

Student-led discussion: *Health disparities and health equity as a goal of public health*
- Kindig D. (2017). Population health equity: Rate and burden, race and class. *JAMA*. 317(5): 467-468. (Please read the response to this article by Hardeman and colleagues as well as Kindig’s response to them (both in same .pdf)).

### Additional Resources (optional)
- Data and reports from the Demographic and Health Surveys: [http://www.dhsprogram.com/](http://www.dhsprogram.com/)
- Publications, data, and cool data visualizations from the Global Burden of Disease Study: [http://www.healthdata.org/gbd](http://www.healthdata.org/gbd) or [https://vizhub.healthdata.org/gbd-compare/](https://vizhub.healthdata.org/gbd-compare/)
- Country-specific data and comparisons on risks related to chronic disease: [https://apps.who.int/infobase/index.aspx](https://apps.who.int/infobase/index.aspx)
- County Health Rankings: [http://www.countyhealthrankings.org/](http://www.countyhealthrankings.org/)

### Assignments/Deadlines
None

<table>
<thead>
<tr>
<th>September 17</th>
<th>M1.3 Public Health Approaches to Health Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency or Foundational Knowledge</td>
<td>Identify essential and compelling gaps in understanding of determinants and outcomes of health behaviors and develop appropriate research questions to address these gaps.</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>Define “population” for public health purposes.</td>
</tr>
</tbody>
</table>
Distinguish between, and critique, high risk, population and vulnerable population approaches to health problems.

Identify targets for public health action among individuals, groups, healthcare systems and broader institutions.

Identify and critique key strategies employed in public health interventions.

Distinguish between, and critique, high risk, population and vulnerable population approaches to health problems.

Identify targets for public health action among individuals, groups, healthcare systems and broader institutions.

Identify and critique key strategies employed in public health interventions.


Student-led discussion: *To what extent do health behavior interventions reflect proposed public health approaches?*

Choose 2 of the following to read more in depth and skim the other two:

- Description of the Project Silk project and outcomes at: https://www.hishealth.org/models-of-care/project-silk.

None

- Integrate social science and behavioral theories and empirical research to critically assess how health behaviors are formed and changed.
- Identify essential and compelling gaps in understanding of determinants and outcomes of health behaviors and develop appropriate research questions to address these gaps.

**September 24**

**M1.4 The Use of Theories and Rational Behavior Concepts in Research and Practice**

Competency or Foundational Knowledge

- Integrate social science and behavioral theories and empirical research to critically assess how health behaviors are formed and changed.
- Identify essential and compelling gaps in understanding of determinants and outcomes of health behaviors and develop appropriate research questions to address these gaps.
# Learning Objectives
- Define theory as applied in public health
- Articulate the value of theory for health behavior research and practice.
- Define the concepts of rationality that underlie many health behavior theories.
- Identify dimensions along which theories can be evaluated.
- Identify challenges facing the ongoing development of health behavior theory.

# Required Readings
- Cawley J. (2004). An Economic Framework for Understanding Physical Activity and Eating Behaviors. *American Journal of Preventive Medicine*. 27(S3):117–125. [Note: this article may seem out of place with the other readings, but I assign it so we can talk about the principles of rational behavior that underlie many health behavior theories]

# Assignments/Deadlines
None

### October 1

<table>
<thead>
<tr>
<th>Competency or Foundational Knowledge</th>
<th>M1.5 Community and Participatory Strategies in Public Health</th>
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</thead>
<tbody>
<tr>
<td>Integrate social science and behavioral theories and empirical research to critically assess how health behaviors are formed and changed.</td>
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</table>

### Learning Objectives
- Define “community” and reflect on its relevance to public health, historically and today.
- Identify sources of individual and group power that can influence population health profiles.
- Reflect on the role of public health professionals in community-based or collaborative approaches to public health issues.

### Required Readings

Student-led discussion: *Community-based participatory research*


---|---
Assignments/Deadlines | None

<table>
<thead>
<tr>
<th>October 8</th>
<th>M1.6 Public Health and Health Promotion Ethics</th>
</tr>
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<tbody>
<tr>
<td>Competency or Foundational Knowledge</td>
<td>Identify essential and compelling gaps in understanding of determinants and outcomes of health behaviors and develop appropriate research questions to address these gaps.</td>
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</table>
| Learning Objectives | • Identify normative frameworks, including social justice paradigms, that have traditionally guided public health practice.  
• Define autonomy and paternalism as applied in public health work.  
• Critically consider ethical questions that underpin health behavior and health education research and practice. |

Student-led discussion: *Autonomy and paternalism*

**Additional Resources (optional)**

**Assignments/Deadlines**
• Module 1 draft papers due 10/10 by 11:55 pm
• Module 1 draft paper feedback due by 10/16 at 11:55 pm

### October 15

<table>
<thead>
<tr>
<th>M1.7 Module 1 Presentations</th>
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<tbody>
<tr>
<td><strong>Competency or Foundational Knowledge</strong></td>
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<tr>
<td>Identify essential and compelling gaps in understanding of determinants and outcomes of health behaviors and develop appropriate research questions to address these gaps.</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
</tr>
<tr>
<td>• Summarize literature related to a key public health issue of interest to you and critically reflect on gaps in that literature.</td>
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<tr>
<td>• Identify compelling questions that need answering to advance public health work related to a specific health issue.</td>
</tr>
<tr>
<td>• Develop skills in oral presentation.</td>
</tr>
<tr>
<td>• Provide constructive feedback to your peers.</td>
</tr>
<tr>
<td><strong>Required Readings</strong></td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td><strong>Assignments/Deadlines</strong></td>
</tr>
<tr>
<td>• Send a copy of your slides to the TA by 10 a.m. on the morning of class.</td>
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<tr>
<td>• Module 1 presentations done in class.</td>
</tr>
<tr>
<td>• Module 1 papers are due October 17 by 5 p.m.</td>
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<tr>
<td>• Note: Class on Oct. 29 includes a book, so you may want to begin reading it.</td>
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**SECOND MODULE**

### October 22

<table>
<thead>
<tr>
<th>M2.1 Key Concept in Globalization and Health</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency or Foundational Knowledge</strong></td>
</tr>
<tr>
<td>Integrate social science and behavioral theories and empirical research to critically assess how health behaviors are formed and changed.</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
</tr>
<tr>
<td>• Discuss the definitions of globalization.</td>
</tr>
<tr>
<td>• Describe the key tenents, and constrast the strengths and limitations of the epidemiologic and nutrition transitions.</td>
</tr>
</tbody>
</table>
### Required Readings

- Popkin B. What is the Nutrition Transition? Available at: [http://www.cpc.unc.edu/projects/nutrans/whatis](http://www.cpc.unc.edu/projects/nutrans/whatis)

### Assignments/Deadlines

None

### October 29

#### M2.2 Global Flows of Politics and Policies

<table>
<thead>
<tr>
<th>Competency or Foundational Knowledge</th>
<th>Identify essential and compelling gaps in understanding of determinant and outcomes of health behaviors and develop appropriate research questions to address these gaps.</th>
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</thead>
</table>
| Learning Objectives                 | • Describe the global health reform policies implemented during the 1980s and 1990s.  
• Discuss the impact of the health reform policies in Senegal.  
• Analyze the social and behavioral implications of global health reform policies  
• Critique the contribution of ethnographic data in public health research. |
| Assignments/Deadlines                | None |

### November 5

#### M2.3 Global Flows of Aid, Trade and Finances

<table>
<thead>
<tr>
<th>Competency or Foundational Knowledge</th>
<th>Identify essential and compelling gaps in understanding of determinants and outcomes of health behaviors and develop appropriate research questions to address these gaps.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives</td>
<td>• Recognize the public health responses to the impact of globalized markets on health.</td>
</tr>
</tbody>
</table>
Discuss and analyze the global tobacco epidemic as a case study.
Examine the impact of globalization on work and health outcomes.

**Required Readings**

**Additional Resources (optional)**

**Assignments/Deadlines**
None

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**November 12** | **M2.4 Guest Lecture: Ethics and Reflexivity in Global Health Research**  
Willa Dong, MSPH, Doctoral Student

**Competency or Foundational Knowledge**
Identify essential and compelling gaps in understanding of determinants and outcomes of health behaviors and develop appropriate research questions to address these gaps.

**Learning Objectives**
- Debate the role of identity and the ethical considerations when working on health globally.
- Examine how the frameworks of social justice and community empowerment might change public health intervention priorities and approaches.
- Assess the relevance of globalization and global health on US health.

**Required Readings**
- VIDEO: Roy A. (2014). The #GlobalPOV Project: "Who Sees Poverty?" [Video](https://www.youtube.com/watch?v=XgOMgfDLSs&t=633s)

**Assignments/Deadlines**
None

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**November 19** | **M2.5 Global Flows of People-Migration and Health**

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Last updated: [August 2018]
### Competency or Foundational Knowledge
Integrate social science and behavioral theories and empirical research to critically assess how health behaviors are formed and changed.

### Learning Objectives
- Identify key concepts and theories related to migration and health.
- Analyze the health implications of different types of migration.
- Define and critique the concepts of acculturation, intersectionality, and transnationalism in the study of migration and health.

### Required Readings

### Assignments/Deadlines
- Module 2 draft papers due 11/20 by 11:55 PM
- Module 2 draft paper feedback due 11/27 by 11:55 pm

### November 26

#### M2.6 Global Flows of Pathogens-Epidemics and Infectious Diseases
Identify essential and compelling gaps in understanding of determinants and outcomes of health behaviors and develop appropriate research questions to address these gaps.

### Learning Objectives
- Identify and analyze the impacts of globalization on the spread of infectious diseases.
- Discuss the public health responses to global epidemics.
- Evaluate the role of epidemics on shaping global health policies.

### Required Readings
- Wild V et al. (2017). Tuberculosis, human rights and ethics considerations along the route of a highly vulnerable migrant from...


<table>
<thead>
<tr>
<th>December 3</th>
<th>M2.7 Health Behavior Interventions in Global Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency or Foundational Knowledge</td>
<td>Integrate social science and behavioral theories and empirical research to critically assess how health behaviors are formed and changed. Identity essential and compelling gaps in understanding determinants and outcomes of health behaviors and develop appropriate research questions to address these gaps.</td>
</tr>
</tbody>
</table>
| Learning Objectives | • Describe how social and behavioral theories of health have been used to conceptualize and design interventions in diverse settings.  
  • Discuss and evaluate the process of developing, adapting, and scaling up public health interventions.  
  • Appraise critiques of how public health models have been implemented in diverse settings. |
| Assignments/Deadlines | Module 2 final paper due 12/5 by 5 pm |