

PubH 6334
Health Behavior II
Spring, 2009

Credits: 2
Meeting Days: Wednesday
Meeting Time: 3:35-5:30
Meeting Place: MoosT 2-118
Instructor: Deborah Hennrikus, PhD
Office Address: WBOB, 1300 South Second St., Suite 300
Office Phone: 612-626-8646
Fax: 612-624-0315
E-mail: hennr001@umn.edu
Office Hours: By appointment

I. Course Description

This course is a core requirement for Ph.D. Students in the Behavioral Epidemiology track. It is intended for advanced students with behavioral science backgrounds. The purpose of the course is to examine issues in developing and implementing community interventions and to examine barriers to implementing and evaluating them. Several intervention approaches will be discussed.

II. Course Prerequisites

Doctoral student in Epidemiology or consent of instructor

III. Course Goals and Objectives

As a result of this course, students will be able to:

1. Discuss how intervention research might fit into their role as epidemiologists and public health researchers.
2. Describe the steps in developing a public health intervention.
3. Understand the possible difficulties in evaluating policy interventions and discuss possible solutions.
4. Identify barriers to systems change interventions and discuss possible solutions.
5. Discuss criteria for evaluating successful institutionalization of public health interventions.
6. Identify steps in finding and working with community collaborators in developing and implementing public health interventions.

IV. Methods of Instruction and Work Expectations

The course will be taught using a varied format including group work, class discussions and presentations. Because this is a small doctoral seminar, active class participation is essential to the success of the course. Students will be expected to complete the readings assigned for each session and be ready to discuss them. Assignments will consist of two short papers, four assignments that are reflections on the readings, and one final longer paper.

V. Course Text and Readings

Readings for each week of the course are detailed in the Course Outline/Weekly Schedule below. Readings will be posted on the course website.

VI. Course Outline/Weekly Schedule

Week 1: January 21

Class: Course Overview; What is Public Health?

Assignment:

Due: January 28

3-page reflection on Week 2 readings.
What is public health?

Week 2: January 28

Class: What is Public Health?

Readings:

McKinlay JB, Marceau LD. To Boldly Go... AJPH 2000;90:25-33.

Mullan, F. Don Quixote, Machiavelli, and Robin Hood: Public health practice, past and present. AJPH 2000;90:702-706.

Buchanan DR. Perspective: A new ethic for health promotion: Reflections on a philosophy of health education for the 21st century. Health Education & Behavior 2006;33:290-304.

Fee E, Brown TM. The unfulfilled promise of public health: Déjà vu all over again. Health Affairs 2002;21:31-43.

Schwartz S, Susser E, Susser M. A future for epidemiology? Annu. Rev. Public Health 1999;20:15-33.

Optional Readings:

Bloom BR. The future of public health. Nature 1999;402:C63-C64.

Wallack L, Lawrence R. Talking about public health: Developing America's "Second Language". AJPH 2005;95:567-570.

Week 3: February 4

Class: Beginning steps in developing an intervention

Readings:

Runyan CW. Using the Haddon matrix: introducing the third dimension. Injury Prevention 1998;4:302-307.

Issel LM. Program theory and interventions revealed. In *Health Program Planning and Evaluation*, 2nd Edition. Sudbury, Mass.: Jones and Barlett Publishers, 2009, pp. 177-208.

Gielen AC, McDonald EM, Gary TL, Bone LR. Using the Precede-Proceed Model to apply health behavior theories. In K Glanz, BK Rimer, K Viswanath, *Health Behavior and Health Education*, 4th edition, pp. 407-434.

Week 4: February 11

Class: More on the use of theory in intervention development

Guests: Simone French, Bob Jeffery, Alex Rothman

Readings:

Blundell JE, Stubbs RJ, Golding C, et al. Resistance and susceptibility to weight gain: Individual variability in response to a high-fat diet. *Physiology & Behavior* 2005; 86:614-622.

McSweeney FK, Murphy ES. Sensitization and habituation regulate reinforcer effectiveness. *Neurobiology of Learning and Memory*, in press.

McSweeney FK, Swindell S. General-process theories of motivation revisited: The role of habituation. *Psychological Bulletin* 1999; 125:437-457.

Jeffery RW. How can health behavior theory be made more useful for intervention research? *International Journal of Behavioral Nutrition and Physical Activity* 2004;1:10 doi:10.1186/1479-5868-1-10.

Rothman AJ. "Is there nothing more practical than a good theory?": Why innovations and advances in health behavior change will arise if interventions are used to test and refine theory. *International Journal of Behavioral Nutrition and Physical Activity* 2004;1:11 doi:10.1186/1479-5868-1-11.

Optional Readings:

Meehl PE. Theoretical risks and tabular asterisks: Sir Karl, Sir Ronald, and the slow progress of soft psychology. *Journal of Consulting and Clinical Psychology* 1978;46:806-834.

Week 5-6: February 18 and 25

Class: Issues in Implementing and Evaluating Policy Interventions

Guests: Traci Toomey, Darin Erickson

Readings:

Wagenaar AC, Holder HD. Changes in alcohol consumption resulting from the elimination of retail wine monopolies: Results from five U.S. states. *Journal on Studies on Alcohol* 1995;56:566-572.

Toomey TL, Wagenaar AC, Gehan JP et al. Project ARM: Alcohol risk management to prevent sales to underage and intoxicated patrons. *Health Education & Behavior* 2001;28:186-199.

Mosher JF, Toomey TL, Good C et al. State laws mandating or promoting training programs for alcohol servers and establishment managers: An assessment of statutory and administrative procedures. *Journal of Public Health Policy* 2002;23:90-113.

Toomey TL, Erickson DJ, Lenk KM et al. A randomized trial to evaluate a management program to prevent illegal alcohol sales. *Addiction* 2008;103:405-413.

Week 7: March 4

Class: Systems / organizational change interventions (overview, worksites)

Readings:

Tiede LP, Hennrikus DJ, Cohen BB, Hilgers DL, Madsen RJ, Lando HA. Feasibility of promoting smoking cessation in small worksites: An exploratory study. *Nicotine & Tobacco Research* 2007;9(Suppl 1):S83-S90.

Sorensen G, Barbeau E, Stoddard AM, Hunt MK, Kaphingst K, Wallace L. Promoting behavior change among working-class, multiethnic workers: Results of the Health Directions—Small Business Study. *AJPH* 2005;95:1389-95.

Hennrikus DJ, Jeffery RW, Lando HA, Murray DM, Brelje K, Davidann B, Baxter JS, Thai D, Vessey J, Liu J. The SUCCESS Project: The effect of program format and incentives on participation and cessation in worksite smoking cessation programs. *American Journal of Public Health* 2002;92:274-279.

Linnan L, LaMontagne AD, Stoddard A, Emmons KM, Sorensen G. Norms and their relationship to behavior in worksite settings: An application of the Jackson Return Potential Model. *Am J Health Behav* 2005;29:258-268.

Week 8: March 11

Class: Systems / organizational change interventions (health care settings)

Guests: Nancy Sherwood

Readings:

Ballard DJ, Nicewander DA, Qin H et al. Improving delivery of clinical preventive services: A multi-year journey. *Am J Prev Med* 2007;33:492-497.

Kottke TE, Solberg LI, Nelson AF. Optimizing practice through research: A new perspective to solve an old problem. *Annals of Family Medicine* 2008;6:459-462.

Solberg LI. Improving medical practice: A conceptual framework. *Annals of Family Medicine* 2007;5:251-256.

Solberg LI, Asche SE, Margolis KL. Measuring an organization's ability to manage change: The Change Process Capability Questionnaire and its use for improving depression care. *American Journal of Medical Quality* 2008;23:193-200.

Gilmer TP, O'Connor PJ, Rush WA et al. Impact of office systems and improvement strategies on costs of care for adults with diabetes. *Diabetes Care* 2006;29:1242-1248.

Week 9: Spring Break

Week 10: March 25

Class: Translation / Dissemination of Interventions: The RE-AIM Model

Readings:

Bull SS, Gillette C, Glasgow RE, Estabrooks P. Work site health promotion research: To what extent can we generalize the results and what is needed to translate research to practice? *Health Education & Behavior* 2003;30:537-549.

Glasgow RF, Lichtenstein E, Marcus AC. Why don't we see more translation of health promotion research to practice? Rethinking the efficacy-to-effectiveness transition. *American Journal of Public Health* 2003;93:1261-1267.

Week 11-13: April 1, 8, 15

Class: Developing the Intervention

Guests: Sara Veblen-Mortenson and Bonnie Dudovitz

Readings:

Perry CL. Creating Health Behavior change, pp. 43-97.

And others

Week 14: April 22

Class: Community Participatory Research

Guest: Jean Forster

Readings:

Cochran PAL, Marshall CA, Garcia-Downing C et al. Indigenous ways of knowing: Implications for participatory research and community. *AJPH* 2008;98:22-27.

Tuhiwai Smith L. *Decolonizing Methodologies: Research and Indigenous Peoples*. New York: St. Martin's Press; 2002:58-77 and 172-182.

Israel BA, Schulz AJ, Parker EA, Becker AB. Review of Community-Based Research: Assessing Partnership Approaches to Improve Public Health. In: Field JE, Lave LB, Starfield B, eds. *Annual Review of Public Health*. Palo Alto: Annual Reviews; 1998:173-202.

Week 15-16: April 29, May 6

Class: Finding and working with Community Collaborators; Class Presentations

Guest: Panel

VII. Evaluation and Grading

Evaluation will be based on class participation and class assignments, such as brief papers reflecting on the readings, and a final paper. Grades will be assigned based on total points earned from various course assignments. Letter grades are determined as follows:

<u>Grade</u>	<u>Points</u>
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72

<u>Sources of Points</u>	<u># Assignments x Points</u>	<u>Total Points Possible</u>
Short Papers	2 x 15	30
Brief Assignments	4 x 5	20
Final Paper	1 x 20	20
Participation	30	<u>30</u>
		100

Course Evaluation

Beginning in fall 2008 the SPH will collect student course evaluations electronically using a software system called CoursEval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade. All students will have access to their final grades two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts

A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy

A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information.

Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies

Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic Integrity (OSAI, www.osai.umn.edu).

The University’s Student Conduct Code defines scholastic dishonesty as “plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.”

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more

information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: <http://writing.umn.edu/tww/plagiarism/>.

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to <http://tutorial.lib.umn.edu/> and click on "Citing Sources".

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

Disability Statement

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).