I. Course Description

This course is a core requirement for Division of Epidemiology and Community Health doctoral students in the Social and Behavioral Epidemiology track. It is intended for advanced students with social and behavioral science backgrounds. The purpose of the course is to understand and critically evaluate major conceptual themes that form the basis for research on health in the social and behavioral sciences and public health practice.

Acknowledgments
PubH 6333 was developed with the contributions of numerous instructors. Dr. Nelson, the current instructor, developed and selected all of the readings for the current format of the course. Dr. Hennrikus, a former instructor, had a role in the conceptual development of the course, and Drs. Lytle, Lando and Brady (current and prior instructors for PubH 6334) are acknowledged for their conceptual contributions.

II. Course Prerequisites:

Doctoral student in Epidemiology or consent of instructor

III. Course Goals and Objectives

The course is designed to advance students' thinking about, and engagement with, important theoretical concepts in the social and behavioral sciences as they can be applied to public health. In each class period students will demonstrate their ability to:
1. identify salient concepts in social and behavioral theory applied to public health,
2. think critically about theory and its supporting evidence,
3. identify common themes and gaps across theories, and
4. apply theory to current public health problems.

IV. Methods of Instruction and Work Expectations

The course is designed as an advanced seminar for Epidemiology doctoral students in the Social and Behavioral Epidemiology track. The primary methods of instruction are reading, guided study through written assignments, and class discussion. Students are expected to complete all of the required reading prior to class, answer questions in the study guide, and come to class prepared to discuss key points of the readings. Each student is expected to lead at least one class discussion.

Course Expectations
All students are expected to:

- attend all class sessions, arriving prior to the scheduled start of class so class can begin in a timely fashion;
- complete all assigned readings and written assignments on time;
- regularly read and respond to any email related to the course using their University assigned email address;
- behave in a professional and courteous manner in all course-related activities; and
- contact the instructor with any questions or concerns about the course content, evaluations or satisfactory progress in the course.

Expected Effort
University of Minnesota policy states that work expectations per credit hour are fixed at a ratio of 1:3. That is, a single credit course assumes three hours of work per week including class attendance. So, a two-credit course such as this one assumes that you will work an average of 7.5 hours per week including about 2.5 hours spent in class discussion, and 5 hours in outside study. The course has been designed with this expectation in mind; however, this is an average. Some weeks may require more time, other weeks less.

Written Assignments

Students will prepare written responses to study review questions to help them engage with and understand the assigned readings for each class period. Each class session, each student will prepare written responses to the questions on the study guides prior to class. The writing assignments will complement and support class discussions and will require students to identify salient concepts in the readings, think critically about integrate concepts across theories discussed, identify gaps in existing theory and public health practice, and understand how theory can inform potential solutions. The questions for each class period will be available on the course website at least one week in advance of the class period. The study guide questions and responses should be completed using a word processing software and printed neatly and legibly (e.g., Times New Roman or Arial 12 point font, double-spaced, 1 inch margins).

At the end of each class discussion, students will also be given 15 minutes to reflect on the discussion, write about how the discussion helped shape their thinking on the issues and
identify any additional questions raised in the discussion. Students should leave sufficient space on their typed prepared responses to also provide hand-written responses at the end of class. This written assignment will then be turned in at the end of each class period.

In addition to the assignment, each student will provide an evaluation of their own performance in, and contribution to, the class discussion using standard criteria available in class.

Instructor evaluation of student performance will be based on demonstrated achievement of course objectives in the written responses and in the classroom discussion.

**Discussion Leadership**

All students will be responsible for leading one class discussion. At the beginning of the semester each student will choose a topic to lead the class discussion. The student will meet with the instructor outside of class to go over preparations for leading the discussion. The student will be responsible for reading the material in advance, identifying discussion questions and shaping the classroom discussion. In addition, the student will select a short reading related to their topic that addresses or exemplifies a point from required readings. The selected reading can be a short journal article, a newspaper article, a blog post or other reading from the popular press.

**Deadlines**

Written assignments are due at the end of class time each week. If you anticipate any difficulty meeting a deadline (due to a family emergency, documented illness, or attendance at a professional conference), arrangements must be made with the instructor in advance of the actual due date to receive credit for the assignment. Late assignments will not be accepted without prior arrangement, except in the most extreme circumstances.

**Questions about Course Material and Assignments**

Please do not hesitate to call or email the instructor if you have questions. If you wish to seek an in-person meeting, please call or email to set up an appointment to meet.

**V. Course Text and Readings**

**Required text**

Students are expected to complete the assigned readings prior to the lesson in which they will be covered. Students will use two textbooks and various assigned journal articles.


Both of these texts are available through various on-line bookstores and can be purchase used and shipped to arrive within a few days. Please purchase the 2008 edition of the Rose text, which includes an Introduction by Khaw and Marmot, and not the original 1992 version.

The Skinner text is currently out of print, but it is widely available for purchase on the Internet. The full text is also published on the Internet at the following webpage:

In addition, the instructor may provide readings on current topics in public health drawn from the popular press. These will be available in class and/or distributed by email.

**Background text:**

Students who have not taken prior coursework in health and behavioral science should purchase and read the following text prior to class. This text can also serve as a background reader. It provides a good overview of several of the theories that we will discuss in class.


Additional readings are available on the course website, as class handouts or through the University of Minnesota library. You can search using PubMed, Google Scholar or ISI Web of Knowledge and locate the articles using the [FindIt@U of M Twin Cities](#) link.

VI. Course Outline/Weekly Schedule

**WEEK 1**

**Friday, September 5**

Orientation and expectations for the course

Readings:


**WEEK 2**

**Friday, September 12**

In lieu of class please attend:

Carl J. Martinson, MD, Lectureship in Preventive Medicine

**“Obesity, Equity, Security, and Belongingness: The Good Life Hypothesis”**

David B. Allison, Ph.D., Distinguished Professor and Associate Dean for Science

University of Alabama at Birmingham

Location:

Mayo Memorial Auditorium

420 Delaware Street SE

Minneapolis, MN 55455

Readings:

WEEK 3
Friday, September 19
Orienting to Public Health
What are we doing here? Addressing key questions for Public Health
What is Public Health?
What is Epidemiology?
What is the role of social and behavioral science in public health?
What is science?
What is theory?

Readings:
• Rose’s Strategy of Preventive Medicine
  o Commentary
  o Chapters 1-3

WEEK 4
Friday, September 26
Individual and Population approaches

Readings:
• Rose’s Strategy of Preventive Medicine
  o Chapters 4-8

WEEK 5
Friday, October 3
Core Principals of Behavior - Radical Behaviorism

Readings:
• Skinner, Science and Human Behavior
  o Chapters 1-2, 4-7

WEEK 6
Friday, October 10
Health Behavior and Intention
The Health Belief Model, Theory of Reasoned Action, Theory of Planned Behavior, Locus of control
Review:

Readings:

WEEK 7
Friday, October 17
Social Cognitive Theory
Readings:

WEEK 8
Friday, October 24
Social networks
Readings:

WEEK 9
Friday, October 31
Behavioral Economics
Readings:

WEEK 10
Friday, November 7
Human Behaviors in Context
Readings:

WEEK 11
Friday, November 14
Theories for Epidemiology
Readings:

WEEK 12
Friday, November 21
Social Epidemiology


WEEK 13
Friday, November 28
Thanksgiving vacation (no class)

WEEK 14
Friday, December 5
How do these different views of behavior fit together? What does a social/behavioral epidemiologist do? Where do we go from here?
Readings:

VII. Evaluation and Grading

Students will be evaluated based on their written responses to the study guide questions and their participation in class for each class session. Students will also provide a self-evaluation of their performance in the group discussion based on their contribution, critical thinking and engagement in the discussion. Students must complete each of the assignments in order to pass the course. These written assignments are due at the end of each class period. If a student is unable to attend class for any reason, that student must contact the instructor in advance to determine appropriate make up work. Each student will be graded for each class session for a total of 10 points and a total of 130 points for the semester. In addition, students will be graded for their leadership of one class discussion for a possible total of 10 points. The total number of points for the semester is 140 points.

Grades will be based on the following scale:

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<th>Grade</th>
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<tr>
<td>A</td>
<td>93-100%</td>
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<td>A-</td>
<td>90-&lt;93</td>
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<tr>
<td>B+</td>
<td>87-&lt;90</td>
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<tr>
<td>B</td>
<td>83-&lt;87</td>
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<tr>
<td>B-</td>
<td>80-&lt;83</td>
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<tr>
<td>C+</td>
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<td>D+</td>
<td>67-&lt;70</td>
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<tr>
<td>D</td>
<td>63-&lt;67</td>
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<tr>
<td>D-</td>
<td>60-&lt;63</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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The S/N option is available for this course. A grade of B- or better is required for an S.

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/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 in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop 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 an 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 official 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 SPHGrades at: 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 Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code:
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in
work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom:**
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**Scholastic Dishonesty:**
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means 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; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences:**
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

**Appropriate Student Use of Class Notes and Course Materials:**
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.
Sexual Harassment
“Sexual harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf

Equity, Diversity, Equal Opportunity, and Affirmative Action:
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf

Disability Accommodations:
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center Student Services is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 or drc@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

Mental Health and Stress Management:
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

The Office of Student Affairs at the University of Minnesota:
The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.
Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, (Dr. Kristin Anderson, SPH Dean of Students) or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

- *Language adapted from the American Association of University Professors “Joint Statement on Rights and Freedoms of Students”.

Student Academic Success Services (SASS): http://www.sass.umn.edu:
Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

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