

**PubH 6020, Section 001**  
**Fundamentals of Social and Behavioral Science**  
**Spring 2017**

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<b>Credits:</b>	<b>3</b>
<b>Meeting Days:</b>	<b>Online</b>
<b>Meeting Time:</b>	<b>Online</b>
<b>Meeting Place:</b>	<a href="http://ay16.moodle.umn.edu">http://ay16.moodle.umn.edu</a>
<b>Instructor:</b>	<b>Rhonda Jones-Webb</b>
<b>Office Address:</b>	<b>West Bank Office Building, #386</b>
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<b>Office Hours:</b>	<b>By appointment</b>

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**I. Course Description**

This course fulfills the behavioral science core requirement for MPH students. This course provides both depth and breadth in addressing social and behavioral science.

Material will address theories and applications in public health. The course will focus on four major approaches to public health problems:

- Psychosocial Theories
- Community Organizing
- Policy Perspective
- Economic Implications

The psychosocial unit will include exposure to multiple behavioral theories, application of theory in understanding etiology and planning interventions, and measurement issues.

The community unit will include a review of community change concepts and theories and exposure to community organizing techniques.

The policy unit will address the structure of government, institutional behavior and theories, and administrative, judicial and legislative processes.

The economic unit will address such functions as supply and demand, opportunity costs, taxes and subsidies, economic evaluation of goods and services, and costs versus benefits and effectiveness in examining the role of economics in decision-making about public health.

## II. Course Prerequisites

There are no prerequisites for this course.

## III. Course Goals and Objectives

- Describe how behavioral sciences can be used to understand and intervene upon current public health problems;
- Articulate how psychosocial and community theories are used to design, implement, and evaluate public health programs;
- Describe the major models and theories from political science and public policy that influence change;
- Understand the application of economic theory to public health;
- Communicate how public and private institutions create change in public health behaviors or the environment in which individual behavior responds;
- Acquire skills in the application of behavioral science to current public health problems.

## IV. Methods of Instruction and Work Expectations

The instructional methods used in this course include:

- Course lectures
- Readings
- Group discussion
- Individual assignments
- Group work

The assignments include individual and group learning activities, group discussions, and papers.

### Course Expectations

The online and in-class versions of this course follow a similar schedule. Please pace yourself through the course according to the schedule on the website. The course schedule includes completion dates for lectures, learning activities, and written assignments. **NOTE: This is not a self-paced course.** There are specific deadlines for learning activities and papers.

### 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 three-credit course such as this one assumes that you will work an average of 9 hours per week including about 2.5 hours spent on lectures, and 6.5 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.

## V. Course Text and Readings

*Health Behavior: Theory, Research, and Practice*

Karen Glanz, Barbara K. Rimer, K. Viswanath

Publisher: Jossey-Bass; 5th edition

ISBN: 978-1-118-62898-0

The required text for this course is available for purchase at the University of Minnesota Bookstore, located in Coffman Memorial Union or online at the bookstore's website. If you are not on campus frequently, you may want to call ahead to make sure the book is available (the telephone number is 612-625-6000). You may also be able to order and purchase the book through any online bookstore. It is also available for e-readers. If you order it online, make sure the book is the correct edition. All other assigned readings are available on the Moodle course website.

## VI. Course Outline/Weekly Schedule

One to two lessons are scheduled per week, with a total of 18 lessons. These will include online lectures, readings from the textbook, journal articles, discussion postings, and group and individual assignments. Students must submit assignments by the due dates posted. Assignments are individual unless otherwise noted. All assignments are due on Tuesdays and must be completed by 11:55 p.m.

<b>Week, Dates</b>	<b>Topic</b>	<b>Assignments and Quizzes</b>	<b>Due dates</b>
<b>1</b> 1/16-1/22	Introduction and the Social Ecological Model		
<b>2</b> 1/23-1/29	Health Belief Model	Learning Activity 1	1/24
<b>3</b> 1/30-2/5	Theory of Reasoned Action; Theory of Planned Behavior; and the Transtheoretical Model		
<b>4</b> 2/6-2/12	Social Cognitive Theory	Paper Abstract	2/7
<b>5</b> 2/13-2/19	Social Networks and Social Support; Stress & Coping		
<b>6</b> 2/20-2/26	Community Approaches	Learning Activity 2	2/21
<b>7</b> 2/27-3/5	Community Organizing		
<b>8</b> 3/6-3/12	Diffusion Theory and Social Marketing	Paper 1	3/7
3/13-3/19	<b><i>Spring Break</i></b>		
<b>9</b> 3/20-3/26	Introduction to Public Health Policy		
<b>10</b> 3/27-4/2	Public Health Law	Paper 2 Learning Activity 3	3/28
<b>11</b> 4/3-4/9	Interest Group Theory and the Policy Process Policy Analysis		
<b>12</b> 4/10-4/16	Economic Approaches (Public Policy)	Learning Activity 4	4/11
<b>13</b> 4/17-4/23	Economic Approaches (Gun Control)		
<b>14</b> 4/24-4/30	Economic Approaches (Obesity and Vaccines)	Paper 3	4/25
<b>15</b> 5/1-5/7	The Future of Public Health: Healthy People 2020 Goals	Learning Activity 5 Learning Activity Evaluation	5/2 5/5
<b>16</b> 5/8-5/14	Finals Week	Paper 4	5/9

## VII. Evaluation and Grading

The course grade will be based on small group Learning Activities, group discussions, and Written Paper assignments. Students will be expected to complete all online modules, readings, online discussions, and assignments in the week assigned, unless by prior arrangement with the instructor or TA.

### Learning Activities (Individual and Small Group)

Each unit will have at least one *small group Learning Activity*, with an additional *individual Learning Activity* at the beginning of the course.

During the third week of class, **you will be assigned a group for completing Learning Activities**. You can see the members of your group in the forums for any of the learning activities. Your group can exchange contact information and preferred strategies for working together in your group forums that you will be using to talk through the different assignments. Also feel free to use chat rooms to discuss assignments in real time.

Group Learning Activities are graded differently from other activities in the course. Your grader will still review the activity and provide feedback. As with any group activity, if you are experiencing problems with members of your group, please contact Dr. Jones-Webb. At the end of the course you will have an opportunity to evaluate group members' contributions to discussion groups. (See week 15.) If a member does not contribute to group discussions, he/she may be asked to submit the Learning Activity individually.

For each Learning Activity, each group will be asked to select a **Facilitator** and a **Recorder**. The Facilitator's role is to contact members, discuss roles and responsibilities of group members, facilitate discussion online, and help the group reach consensus. The Recorder's role is to write up the assignment based on the group's discussion and make sure members have an opportunity to review it before posting it on the discussion forum. The Recorder should upload the assignment as they do for other assignments. **Each person in the group should take a turn at being the Recorder**. Group members should include their names and roles at the end of the completed assignment before it is posted. Please start early and allow adequate time to discuss questions and complete Learning Activities. Your group may wish to use Google Docs, which allows multiple people to work on a document simultaneously and at different times. Check the tutorial at <http://www.oit.umn.edu/google/using-google-docs/index.htm>.

### Written Paper Assignments (Individual)

The written paper assignments will consist of an abstract and four written papers (one per unit). Students will choose one health topic to write about in the written assignments. Details on the assignments can be found on the course website.

### Deadlines

Due dates for all the Learning Activities and written paper assignments are posted on the course website. 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 your TA or instructor 24 hours in advance of the actual due date to receive full credit for the assignment. We will deduct 10 percent each 24 hours of the due date that the assignment is late**

### Questions about Course Material and Assignments

This course has an instructor and two TAs. Please do not hesitate to call or email us if you have questions. If you are available for an in-person meeting, please call or email us to set up an appointment to meet.

<b>Assignments and Quizzes</b>	<b>Points</b>
Abstract	5
Peer-based Evaluations	10
Learning Activity 1 (Individual)	15
Learning Activity 2 (Group)	15
Paper Assignment 1 (Background and Significance, Psychosocial Intervention)	35
Learning Activity 3 (Group)	15
Paper Assignment 2 (Intervention: Community Component)	25
Learning Activity 4 (Group)	15
Paper Assignment 3 (Intervention: Policy Component)	25
Learning Activity 5 (Group)	15
Paper Assignment 4 (Economics)	25
<i>Total</i>	<i>200</i>

**Late Work Policy**

All assignments for this course must be submitted by the due dates given. See Deadline Policy above for penalties.

Final grades will be assigned based on the following criteria

A = 200-186	B = 173-166	C = 153-146	D = 133-120
A- = 185-178	B- = 165-160	C- = 145-140	F = 119 or below
B+ = 177-174	C+ = 159-154	D+ = 139-134	

*The University Senate Grading Policies*

- A Achievement that is outstanding relative to the level necessary to meet course requirements.
- B Achievement that is significantly above the level necessary to meet course requirements.  
Achievement that meets the course requirements in every respect.
- C Achievement that is worthy of credit even though it fails to meet fully the course requirements.
- D Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than equivalent to a C-).
- I (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., hospitalization, a student is prevented from completing the work of the course on time). Requires a written agreement between instructor and student.

F/N Represents failure (or no credit) and signifies that the work is either (1) completed but at a level of achievement that is not worthy of credit, or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an "I."

### **Course Evaluation**

The SPH will collect student course evaluations electronically using a software system called CoursEval: [www.sph.umn.edu/courseval](http://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](http://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](http://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](http://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](http://onestop.umn.edu).

### **Course Withdrawal:**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://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](mailto: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](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](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](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](mailto: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 and Responsibility: *for courses that do not involve students in research:***

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 Student Affairs), 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.

*Template update 8/2014*