

School of Public Health

Syllabus and Course Information



UNIVERSITY OF MINNESOTA
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PubH 6334

Human Behavior II

Spring 2017

Credits: 2
Meeting Days: Wednesdays
Meeting Time: 3:35 pm – 5:30 pm
Meeting Place: Moos Health Sciences Tower 2-118
Instructor: Sonya Brady, PhD
Associate Professor, EpiCH

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Office Hours: By Appointment

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 how theories are used to inform and design research on health in the social and behavioral sciences and public health.

Acknowledgments

The content of PubH 6334 has been developed with the contributions of previous instructors, colleagues, and former students. Dr. Brady, the current instructor, is responsible for recent content and modifications. Dr. Harry Lando, former instructor of PubH 6334, and Dr. Toben Nelson, instructor of PubH 6333, contributed to the conceptual development and content of the current course. Readings and modifications recommended by former students have also enhanced course content. The input of others is gratefully acknowledged.

II. Course Prerequisites

Students must be in the Epidemiology doctoral program or receive permission from the instructor. Completion of PubH 6333 is highly recommended.

III. Course Goals and Objectives

PubH 6334 extends PubH 6333 by providing students with the opportunity to develop a theoretically informed manuscript suitable for submission to an academic journal or incorporation into a future grant proposal. In this manuscript, students will apply one or more theories to better understand and address a public health problem. Students will either propose an agenda for research or a specific intervention based on a conceptual model that they have developed. In addition to developing their own academic product, students will have the opportunity to work in small, applied learning teams throughout the semester.

Students will be exposed to a variety of potential applications of theory through the proposed research of classmates, as well as the past or present work of the instructor.

Learning Objectives:

Upon completion of the course, students should be able to:

1. Apply theory to the development of a conceptual model.
2. Distinguish between mediators and moderators and understand how they are used to explain and qualify relationships between predictors and outcomes in a conceptual model.
3. Develop a research agenda to test hypotheses derived from a conceptual model.
4. Generate and develop ideas for intervention components based on key constructs included in a conceptual model.
5. Describe tools that can be used to plan and evaluate conceptually informed intervention programs.
6. Describe how theory can be used to inform research, policy, and practice at levels of social ecology that do not easily lend themselves to controlled interventions.
7. Create theoretically informed academic work suitable for publication and/or incorporation into a future grant proposal.

IV. Methods of Instruction and Work Expectations

This course is designed as an advanced class for Epidemiology doctoral students in the Social and Behavioral Epidemiology track. The primary methods of instruction are (1) reading and discussing assigned articles and book chapters, (2) engaging in individualized, guided study through the completion of written exercises related to readings and development of a final paper, and (3) integrating feedback from peers and the instructor on ideas presented in class and in written work.

Course Expectations

All students are expected to:

- Attend all class sessions, arriving prior to the scheduled start of class so that activities can begin in a timely fashion;
- Complete all assigned readings and written assignments on time, and be prepared to discuss key points of the readings and assignments during class;
- Share class exercises and the developing final project with classmates via Moodle forums;
- Present ideas in class, both informally (e.g., small learning team discussions about class exercises) and more formally (i.e., PowerPoint presentation to the larger class);
- Read and provide feedback on the developing final paper of two classmates;
- Regularly read and respond to any e-mail related to the course using the University assigned e-mail address;
- Contact the instructor with any questions or concerns about 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. A two-credit course such as this one assumes that students will work an average of six hours per week including about 2 hours spent in class discussion, and 4 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.

Course Structure

The first and second halves of the course will have a different structure with respect to activities. During the first half of the course, students will be assigned readings that correspond to a specific topic germane to health behavior research. Every two weeks, students will complete assignments that allow them to apply readings (e.g., development of a theoretically informed conceptual model that could guide etiologic research or prevention/intervention research). Students will meet with a small group of classmates to present their ideas and receive constructive feedback. The instructor will separately evaluate assignments and provide feedback. In a large group format, the instructor may present examples from her past or current work to illustrate how the topic under discussion has been applicable to her own work. Throughout the first half of the course, students should consider how topics may apply to the academic work they are contemplating as their

final project for the course. Students will also meet with the instructor at least once to discuss their developing ideas for the final project. By the end of February, students must have identified the topic and focus of their final project.

During the second half of the course, class time will be divided into 20-minute PowerPoint presentations by students (2 per week) and discussion. Class presentations will allow students to be exposed to the application of theory across a variety of public health problems. **Each presenter will provide a reading to their classmates and the instructor. The reading must describe one theory or construct being utilized by the student to better understand a public health problem and guide possible interventions.** Students must share their ideas for a reading with the instructor two weeks prior to their presentation for approval (e-mail PDFs of the proposed readings). This will allow at least one week for classmates to read the selection. Students should also provide a brief study guide along with their reading, emphasizing key points and/or questions that classmates should take away from the reading. The reading and brief study guide should pose questions that are relevant to the student's developing final project. **Students should practice their PowerPoint presentations in advance to ensure that their delivery time is no more than 20 minutes (15-20 slides maximum).** This will allow 30 minutes for questions and discussion.

Initial Assignments / Class Exercises

All classmates, in addition to the instructor, will be able to access and view assignments in Moodle forums. This will facilitate the exchange of ideas and learning between classmates, particularly between those who may not be on the same learning teams in class.

1. *Assignment #1: Conceptual Framework and Model Exercise.* Through this assignment, students will have the opportunity to both “think big” and demonstrate focus. Students will develop a broad conceptual framework to show what is important to study at different levels of social ecology with respect to a health behavior or risk behavior of their choice. They will then select a small number of modifiable determinants and create a conceptual model to show how determinants are linked to the selected behavior. Students will write brief narratives to accompany each figure, similar to what social and behavioral scientists may write in a theory-based manuscript or grant proposal.
2. *Assignment #2: Structural and Social Determinants of Health Exercise.* Through this assignment, students will be challenged to think about how health, as well as the success or failure of health promotion interventions, may depend on the broader social ecological context in which individuals and communities live. Using the World Health Organization's *Conceptual Framework for Action on the Social Determinants of Health* (Solar & Irwin, 2010), students will develop a conceptual model to better understand a specific health behavior and/or public health problem among a historically disadvantaged community. The conceptual model will include both structural and social determinants of health inequities. Students will list the sectors that would need to coordinate efforts to effect positive change, as well as policies that would further this effort. Finally, they will explain why (for what reasons) and how (through what mechanisms) a specific prevention or intervention program published in the literature would be more effective if the social actions suggested by the WHO model were implemented.
3. *Assignment #3: Intervention Design Exercise.* Through this assignment, students will have the opportunity to think through several of the steps involved in designing a conceptually informed prevention or intervention program. Students will first develop a conceptual model to guide a multi-level prevention or intervention program. They will then use Michie and colleagues' (2011) Behavior Change Wheel to identify, select, and describe proposed program components, which may be a combination of intervention functions and policies. Finally, students will consider whether and how selected program components lend themselves to an adaptive intervention and corresponding experimental design to test the effects of program components.
4. *In-Class Exercise: Intervention Planning and Evaluation.* Through this class exercise, students will have the opportunity to think through several of the steps involved in planning and evaluating a conceptually informed prevention or intervention program. Students will consider different tools that can be used to develop and evaluate the program they proposed as part of Assignment #3. Students will also consider persistent challenges in conducting intervention research, such as the degree to which community participation should be a part of the research process and concerns about cultural relevance.

Final Project

For the final project, each student will create a theoretically informed academic work that is suitable for publication and/or incorporation into a future grant proposal. Students may choose between one of two project options:

- 1) **A 3,500 word manuscript that applies one or more theories to better understand a public health problem, and proposes an agenda for research.** This project is most appropriate when the student can make a convincing case that interventions, public health practices, and/or policies designed to promote health are not having the desired effect because the theoretical foundation on which efforts are based is lacking, incomplete, or underdeveloped. The student will propose a theoretically informed conceptual model to explain behavior, review appropriate literature in support of the model, and propose an agenda for research based on this model. Proposed research (if carried out) would, in turn, inform future practice and policies.
 - a. Format the manuscript according to APA or AMA guidelines. Include a title page, abstract, list of references, and figure depicting your conceptual model. These sections are not included in the word count. Double space text and use Arial 11 point font.
 - b. In the first section of your manuscript, introduce the public health problem on which you are focusing. Make the case that interventions, public health practices, and/or policies designed to promote health are not having the desired effect because the theoretical foundation on which efforts are based is lacking, incomplete, or underdeveloped. Identify the theories (if any) that have been utilized and why these theories are insufficient, particularly if they are not well integrated with one another. Introduce the conceptual model that will guide your literature review and proposed agenda for research.
 - c. Use headers and potentially, sub-headers to divide different sections of the manuscript. Headers and sub-headers can be used to divide your literature review in a way that corresponds to proposed links in your conceptual model and/or theories that have been utilized in the past. The majority of your manuscript will consist of this literature review, which should cite both theory and empirical literature.
 - d. Close the manuscript by proposing an agenda for research. Your agenda for research should be directly informed by the constructs and proposed links in your conceptual model.
 - e. The conceptual model that guides your literature review and proposed agenda for research should be focused. It is not possible to address “everything” in a manuscript, and you may find that it will be necessary to focus on a narrower portion of the model that you initially developed.

- 2) **A 3,500 word manuscript that applies one or more theories to better understand a public health problem, and proposes a specific prevention or intervention program to address the problem.** This project is most appropriate when the student is interested in developing ideas for a future grant submission. Theory must be used to develop a conceptual model, components of the planned prevention or intervention program, and specific hypotheses. If this project option is selected, the student will not present all sections of a typical grant proposal. Rather, the student will present sections that are particularly relevant to theory and the conceptual model.
 - a. With the exception of the Specific Aims page (described below), format the manuscript according to APA or AMA guidelines. Include a title page, list of references, and figure depicting the conceptual model. These sections and the Specific Aims page (which should appear in lieu of an abstract) are not included in the word count. Use headers and potentially, sub-headers to divide sections of the manuscript. Double space text and use Arial 11 pt font.
 - b. The second page of the manuscript should be formatted in accordance with the Specific Aims page of an NIH grant proposal. Students should ask advisors/mentors for examples of Specific Aims pages. Incorporate descriptions of the following elements: (1) the public health problem; (2) the planned prevention or intervention program; (3) how the planned program will advance science and public health; (4) the intended sample, setting, and study design; and (5) hypotheses. Single space text and use Arial 11 pt font.
 - c. In the first section of the body of the manuscript, introduce the public health problem. Introduce a theoretically informed conceptual model to explain behavior and review empirical literature in support

of the model. Supporting literature should include previous prevention/ intervention studies that have targeted one or more of the behavioral determinants in the conceptual model. While this is an important section of the manuscript, less space should be devoted to building the case for the model than for Project Option #1.

- d. Provide an overview of your planned prevention or intervention program, highlighting how it improves upon what has been done previously. Describe the steps that will be taken to plan and implement the prevention or intervention program. The theoretically informed conceptual model should inform your plans. Be sure that your overview addresses the points below. You may change the order in which you present this material.
 - i. Who will be involved in developing and/or refining the program components (e.g., research scientists, community partners, organization leaders, policymakers)?
 - ii. Will formative research be conducted to potentially refine the conceptual model and planned approach? If so, what research will be conducted and how will data be obtained? If formative research will not be conducted, what existing evidence informs your planned approach?
 - iii. How will different program components be developed and/or refined based on existing evidence or what is learned during formative research?
 - iv. Explain the planned prevention/intervention approach in detail. This approach should be directly informed by the conceptual model. Clearly indicate the prevention/intervention components that are meant to target each determinant of behavior in the conceptual model. Explain how program components will be implemented. Demonstrate the feasibility of these components.
 - v. Explain how implementation of the planned prevention or intervention program will contribute to science and public health. Reiterate why the proposed prevention/intervention approach is superior to approaches that have been implemented previously.
- e. Briefly describe the intended sample, setting, and study design. Explain how the sample will be recruited. Explain when and how data will be collected.
- f. Briefly explain how a process evaluation will be conducted to determine whether the program has been implemented as intended and the degree to which participants have been exposed to intervention content.
- g. Briefly discuss plans for operationalizing/measuring constructs in the conceptual model, including the target behavior, determinants of the behavior, and any other constructs in the model (e.g., effect modifiers).
- h. State hypotheses. Hypotheses should involve testing whether the prevention or intervention program impacted the target behavior and potential determinants of the target behavior. It is also appropriate to test whether proposed determinants of behavior are associated with the target behavior in the manner depicted in the conceptual model.
- i. Close by reiterating the importance of the planned prevention or intervention program to advancing science and public health.

Note: Regardless of project option, students should be careful not to select a topic that is being considered for the Part B examination. It is permissible to select a topic that is being considered for the dissertation.

Small Learning Teams

During the first half of the course, students will be placed in small learning teams of 3-4 classmates that will remain constant for 2-3 week periods corresponding to a specific topic. Small learning teams will meet to discuss and apply class readings, as described under *Course Structure*.

During the second half of the course, each student will be placed in a small learning team that will remain constant. From spring break until the end of semester, students are expected to exchange their developing academic work with other members of the group every two weeks (three exchanges total). Outside of class, each group member will be asked to provide written feedback to TWO of their group members. Peer feedback is intended to provide opportunities for students to assist in developing the academic work of their

colleagues and to learn from their colleagues. **Students will exchange their developing work and feedback using Moodle forums on the course website.** This will allow the instructor to monitor overall class progress. Students may also view the work of other colleagues within and outside of their small learning team to enrich the learning experience.

Class Attendance and Deadlines

If you anticipate any difficulty attending a class or 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 class and/or due date. Absences of more than one class may lead to a lower course grade. 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 speak with or e-mail the instructor if you have questions. In-person meetings are welcomed and encouraged. Please e-mail the instructor to arrange an appointment.

V. Course Text and Readings

There is no required text for the course, although it is expected that students will already be familiar with the following textbook:

Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2015). *Health Behavior: Theory, Research, and Practice* (5th ed.). San Francisco, CA: Jossey Bass.

During the first half of the semester, bringing this textbook to class will be helpful for small group discussion. Readings provided by the instructor are listed below. Additional readings will be provided by each student.

Readings provided by the instructor can be found on the course website at <https://moodle.umn.edu>. Students can also enter this website through the myU portal at <http://myu.umn.edu>. **Readings and study guides provided by students during the second half of the course will be posted to Moodle by the presenting student under the Students' Selected Readings forum.**

VI. Course Outline/Weekly Schedule

See end of syllabus

VII. Evaluation and Grading

Through course activities you may earn a total of 100 points. Class grades will be based on the following activities:

Individual Assignments (3 x 5)	15
Feedback to Peers (3 x 5)	15
Class Presentation	5
Final project	65

Grading scale for the course:

% Needed

94 - 100 A
90 - < 94 A-
88 - < 90 B+
84 - < 88 B

80 - < 84 B-
78 - < 80 C+
74 - < 78 C
70 - < 74 C-
68 - < 70 D+
64 - < 68 D

Course Evaluation

The SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseeval. 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 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. 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 difficulty concentrating and/or lack of motivation, feeling down, increased anxiety, strained relationships, and alcohol/drug problems. 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 advisor, 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)

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: <http://www.sass.umn.edu>.

Course Schedule

Class	Date	Topics	Required Readings and Preparation	Assignment Due
1	Jan 18	<ul style="list-style-type: none"> Welcome Review syllabus Social ecological models and broad conceptual frameworks Development of conceptual models to explain behavior 	<ul style="list-style-type: none"> Sallis, J. F., & Owen, N. (2015). Ecological models of health behavior. In K. Glanz, B. K. Rimer, & K. Viswanath. (Eds.) <i>Health Behavior: Theory, Research, and Practice</i> (5th ed., pp. 43-64). San Francisco, CA: Jossey Bass. Glass, T. A., & McAtee, M. J. (2006). Behavioral science at the crossroads in public health: Extending horizons, envisioning the future. <i>Social Science & Medicine</i>, 62, 1650-1671. Earp, J. A., & Ennett, S. T. (1991). Conceptual models for health education research and practice. <i>Health Education Research</i>, 6, 163-171. Conceptual framework excerpt from grant proposal, "Prevention of Lower Urinary tract Symptoms Research Consortium (PLUS-RC)" <p>Come to class prepared for large group discussion:</p> <ul style="list-style-type: none"> What are your research interests? Where do your interests fit within the social ecological model? To what extent have you used theory to inform your thinking and work? In what settings could you imagine establishing your career? What do you hope to gain from this course? 	
2	Jan 25	<ul style="list-style-type: none"> Social ecological models and broad conceptual frameworks Development of conceptual models to explain behavior 	<p>Come to class prepared to present your assignment within a small group:</p> <ul style="list-style-type: none"> In roughly 10 minutes, <ul style="list-style-type: none"> Walk your classmates through your entire social ecological model/framework Walk your classmates through your conceptual model to explain a specific health behavior Respond to comments and questions from classmates Solicit ideas from classmates 	<p>Assignment #1 Due by 10 pm on Tuesday, January 24</p> <p>Please post via Moodle and bring 1 copy to class for Instructor</p>

3	Feb 1	<ul style="list-style-type: none"> • Structural and social determinants of health inequities • Community engagement and participation 	<ul style="list-style-type: none"> • Solar, O., & Irwin, A. (2010). A conceptual framework for action on the social determinants of health. Social Determinants of Health Discussion Paper 2 (Policy and Practice). Geneva, Switzerland: World Health Organization (WHO) Document Production Services. • Cacari-Stone, L. Wallerstein, N., Garcia, A. P., & Minkler, M. (2014). The promise of community-based participatory research for health equity: A conceptual model for bridging evidence with policy. <i>American Journal of Public Health, 104</i>, 1615-1623. <p>Come to class prepared for large group discussion:</p> <ul style="list-style-type: none"> • What do you think about the WHO conceptual framework? • Imagine that U.S. policy makers and public health practitioners adopted this framework. What changes in policy and practice should follow? To what extent do you think these changes are feasible within the current political climate of the United States? • To what extent is Cacari-Stone and colleagues' bridge between evidence and policy compatible with the WHO conceptual framework? What similarities and differences in philosophy and approach to public health promotion do you observe? 	
4	Feb 8	<ul style="list-style-type: none"> • Structural and social determinants of health inequities • Conceptual models to explain behavior and health inequities 	<p>Come to class prepared to present your assignment within a small group:</p> <ul style="list-style-type: none"> • In roughly 10 minutes, <ul style="list-style-type: none"> – Walk your classmates through your conceptual model – Explain sectors that would need to coordinate efforts and policies that would reduce health inequities – Explain why and how a specific prevention or intervention program published in the literature would be more effective if the social actions suggested by your model were implemented • Respond to comments and questions from classmates • Solicit ideas from classmates 	<p>Assignment #2 Due by 10 pm on Tuesday, February 7 Please post via Moodle and bring 1 copy to class for Instructor</p>

5	Feb 15	<ul style="list-style-type: none"> Developing prevention and intervention programs informed by theory Optimized and adaptive interventions 	<ul style="list-style-type: none"> Montaño, D. E., & Kasprzyk, D. (2015). Theory of reasoned action, theory of planned behavior, and the integrated behavioral model. In K. Glanz, B. K. Rimer, & K. Viswanath. (Eds.) <i>Health Behavior: Theory, Research, and Practice</i> (5th ed., pp. 95-124). San Francisco, CA: Jossey Bass. Michie, S., van Stralen, M. M., & West, R. (2011) The behavior change wheel: A new method for characterising and designing behaviour change interventions. <i>Implementation Science</i>, 6, 42. (12 pgs) Collins, L. M., Nahum-Shani, I., & Almirall, D. (2014). Optimization of behavioral dynamic treatment regimens based on the sequential, multiple assignment, randomized trial (SMART). <i>Clinical Trials</i>, 11, 426-434. <p><i>Optional:</i></p> <ul style="list-style-type: none"> Almirall, D., Nahum-Shani, I., Sherwood, N. E., & Murphy, S. A. (2014). Introduction to SMART designs for the development of adaptive interventions: With application to weight loss research. <i>Translational Behavioral Medicine</i>, 4, 260-274. Collins, L. M., Murphy, S. A., & Bierman, K. L. (2004). A conceptual framework for adaptive prevention interventions. <i>Prevention Science</i>, 5, 185-196. <p>Come to class prepared for large group discussion:</p> <ul style="list-style-type: none"> How do Integrated Behavioral Model constructs map onto the Behavior Change Wheel constructs of capability, motivation, and opportunity? How can Behavioral Change Wheel intervention functions and policy categories help us to consider different prevention and intervention approaches? What potential do you see for developing optimized and adaptive interventions at different levels of social ecology? 	
6	Feb 22	<ul style="list-style-type: none"> Conceptual models to explain behavior Generating and developing ideas for intervention components Optimized and adaptive interventions 	<p>Come to class prepared to discuss your assignment with 1-2 classmates:</p> <ul style="list-style-type: none"> In roughly 10 minutes, <ul style="list-style-type: none"> Present your multi-level conceptual model Present your planned combination of intervention functions and/or policies Explain whether and how selected program components lend themselves to an adaptive intervention and corresponding experimental design; If applicable, present your adaptive design Respond to comments and questions from classmates Solicit ideas from classmates 	<p>Assignment #3 Due by 10 pm on Tuesday, February 21 Please post via Moodle and bring 1 copy to class for Instructor</p>

7	March 1	<ul style="list-style-type: none"> • Developing prevention and intervention programs informed by theory • Planning process and outcome evaluations at different levels of social ecology • Community Intervention Paradigm 	<ul style="list-style-type: none"> • Bartholomew, L. K., Markham, C., Mullen, P., & Fernández, M. E. (2015). Planning models for theory-based health promotion interventions. In K. Glanz, B. K. Rimer, & K. Viswanath. (Eds.) <i>Health Behavior: Theory, Research, and Practice</i> (5th ed., pp. 359-387). San Francisco, CA: Jossey Bass. • Saunders, R. P., Evans, M. H., & Joshi, P. (2005). Developing a process-evaluation plan for assessing health promotion program implementation: A how-to guide. <i>Health Promotion Practice</i>, 6, 134-147. • Jilcott, S., Ammerman, A., Sommers, J., & Glasgow, R. E. (2007). Applying the RE-AIM framework to assess the public health impact of policy change. <i>Annals of Behavioral Medicine</i>, 34, 105-114 • South, J., & Phillips, G. (2014). Evaluating community engagement as part of the public health system. <i>Journal of Epidemiology and Community Health</i>, 68, 692-696. • Trickett, E. J., Beehler, S., Deutsch, C., Green, L. W., Hawe, P., McLeroy, K., Miller, R. L., Rapkin, B. D., Schensul, J. J., Schulz, A. J., & Trimble, J. E. (2011). Advancing the science of community-level interventions. <i>American Journal of Public Health</i>, 101, 1410-1419. <p>Come to class prepared for large group discussion:</p> <ul style="list-style-type: none"> • What do you think of the planning models presented by Bartholomew and colleagues? • How can planning a process evaluation improve the content and implementation of a prevention or intervention program? • To what degree should community participation be a part of different prevention and intervention programs? What should community participation look like? • To what extent should cultural relevance be considered in the design of prevention and intervention programs? How can cultural relevance best be considered? <p>Come to class prepared to brainstorm with 1-2 classmates:</p> <ul style="list-style-type: none"> • How could you develop and evaluate the program that you proposed as part of Assignment #3? Consider planning, evaluation, community participation, and cultural relevance. 	<p>Final Project Idea</p> <p>Due by 10 pm on Tuesday, February 28</p> <p>Option 1: Include (a) a draft of your conceptual model, (b) your rationale for the model and corresponding program of research, and (c) an outline of manuscript headers and sub-headers</p> <p>Option 2: Include (a) a draft of your conceptual model, (b) proposed prevention or intervention program components, (c) corresponding Michie and colleagues' intervention functions and policies, and (d) hypotheses about what would happen if your program was implemented</p> <p>Please bring 1 copy to class for instructor and also indicate free times to meet next week.</p>
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8	March 8	<ul style="list-style-type: none"> Individual meetings with instructor 	<ul style="list-style-type: none"> Come to class only if you have a scheduled meeting with the instructor <ul style="list-style-type: none"> Up to 4 meetings will be held during class time Other meetings will be held by appointment at WBOB 	
	March 15	NO CLASS HAPPY SPRING BREAK		
9	March 22	<ul style="list-style-type: none"> Small group discussions 	<ul style="list-style-type: none"> Come prepared to discuss your peers' initial work on their final projects. <p>What is due for peer review on Tuesday?</p> <ul style="list-style-type: none"> <i>Project Option 1:</i> <ul style="list-style-type: none"> Title page Abstract (placeholder for now) Section 1 b, described on page 4 of syllabus Section 1 c, described on page 4 of syllabus <i>Outline planned headers and sub-headers</i> <i>Include draft literature review for 1/3 of content</i> Section 1 d, described on page 4 of syllabus (placeholder for now, <i>Proposed Agenda for Research</i>) References (add references for any citations in document) Figure <i>Project Option 2:</i> <ul style="list-style-type: none"> Title page Specific aims References (add references for any citations in specific aims) Figure 	1st draft of manuscript due to peers by 10:00 pm on Tuesday, March 21
10	March 29	<ul style="list-style-type: none"> Student presentations and discussion 	<ul style="list-style-type: none"> TBD (Readings and study guides posted to Moodle by two classmates one week prior to class) 	1st set of peer reviews due by 10:00 pm on Tuesday, March 28

11	April 5	<ul style="list-style-type: none"> • Student presentations and discussion 	<ul style="list-style-type: none"> • TBD (Readings and study guides posted to Moodle by two classmates one week prior to class) <p>What is due for peer review on Tuesday?</p> <ul style="list-style-type: none"> • <i>Project Option 1:</i> <ul style="list-style-type: none"> – Revision of previous material – Section 1 c, described on page 4 of syllabus <i>Include draft literature review for additional 1/3 of content (If feeling ambitious, draft literature review for all remaining content)</i> – References (add references for any citations in document) • <i>Project Option 2:</i> <ul style="list-style-type: none"> – Revision of previous material – Section 1 c, described on pages 4-5 of syllabus – Section 1 d, described on page 5 of syllabus – References (add references for any citations in document) 	<p>2nd draft of manuscript due to peers by 10:00 pm on Tuesday, April 4</p>
12	April 12	<ul style="list-style-type: none"> • Student presentations and discussion 	<ul style="list-style-type: none"> • TBD (Readings and study guides posted to Moodle by two classmates one week prior to class) 	<p>2nd set of peer reviews due by 10:00 pm on Tuesday, April 11</p>
13	April 19	<ul style="list-style-type: none"> • Student presentations and discussion 	<ul style="list-style-type: none"> • TBD (Readings and study guides sent by two classmates one week prior to class) <p>What is due for peer review on Tuesday?</p> <ul style="list-style-type: none"> • <i>Project Option 1:</i> <ul style="list-style-type: none"> – Revision of previous material – Section 1 c, described on page 4 of syllabus <i>Include draft literature review for final 1/3 of content</i> – Section 1 d, described on page 4 of syllabus – References (add references for any citations in document) – Abstract • <i>Project Option 2:</i> <ul style="list-style-type: none"> – Revision of previous material – Section 1 e through Section 1 i, described on page 5 of syllabus – References (add references for any citations in document) 	<p>3rd draft of manuscript due to peers by 10:00 pm on Tuesday, April 18</p>

14	April 26	<ul style="list-style-type: none"> • Student presentations and discussion 	<ul style="list-style-type: none"> • TBD (Readings and study guides posted to Moodle by two classmates one week prior to class) 	3rd set of peer reviews due by 10:00 pm on Tuesday, April 25
15	May 3	<ul style="list-style-type: none"> • Reflections on course, PhD program, and career trajectories 	<ul style="list-style-type: none"> • No assigned readings 	FINAL PROJECT due Tuesday, May 2 via Moodle by 10:00 pm Please post via Moodle and bring 1 copy to class for Instructor

All assignments, including developing work and peer feedback, should be posted to Moodle.
Please bring hard copies of individual assignments to class for Dr. Brady's written feedback.