

School of Public Health

Syllabus and Course Information



UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

PubH 6020, Section 001 (in-class) Fundamentals of Social and Behavioral Sciences Course Syllabus Fall 2015

Credits: 3 credits
Meeting Days: Tuesday, Thursday
Meeting Time: 11:15 AM-12:30 PM
Meeting Place: Mayo A110

Primary Instructor: Toben Nelson (tfnelson@umn.edu)
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Office Phone: (612) 626-9791

Teaching Assistant: Spruha Joshi (joshi229@umn.edu)

Secondary Instructors: Roger Feldman (feldm002@umn.edu)
Ira Moscovice (mosco001@umn.edu)

Office Hours: By appointment

I. Course Description

This course is designed to fulfill the behavioral science core requirement for students pursuing a Master's degree in the School of Public Health. The course provides both depth and breadth in addressing social and behavioral science. The material covers basic theories and concepts of social and behavioral science and how they are applied in public health. The course will focus on four major approaches to public health problems:

- Psychosocial Theories
- Community Approaches
- Economics

- Policy and Political Science

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 *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.

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

Acknowledgments

PubH 6020 was developed with the contributions of numerous instructors. Drs. Nelson, Moscovice and Feldman, the current instructors, have been involved with the majority of recent content and modifications. Former faculty/instructors, including Drs. Finnegan, Blewett and Oberg, all had roles in either the conceptual development or actual content of the current course, and are acknowledged for their contributions.

II. Course Prerequisites: None

III. Course Goals and Objectives

After completion of this course, students will be able to:

- 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;
- Understand the application of economic theory to public health;
- Describe the major models and theories from political science and public policy that influence change;
- Communicate how public and private institutions create change in public health behaviors or the environment in which individual behavior responds; and
- Acquire skills in the application of behavioral science to current public health problems.

IV. Methods of Instruction and Work Expectations

The course website contains the syllabus with descriptions of the assignments and links to the readings, as well as links to other useful social and behavioral science sites. The course website is constructed in Moodle and can be accessed through MyU and the University of Minnesota-Twin Cities website.

Lecture

The course includes lectures (approximately 2/3 of the course) and activities (approximately 1/3 of the course). The course will be split into four units: (1) Psychosocial, (2) Community, (3) Economics, and (4) Policy & Politics.

Small Group Learning Activities

One of the major objectives of this course is to enable students to apply social and behavioral science concepts and theories to public health issues within their own discipline and specific field of practice. There will be five *in-class* small group learning activities in the course. Each small group activity will be graded and will be worth 3 points each. Students will work through each learning activity collaboratively and provide a brief report describing their group discussion back to class. Small groups are an opportunity for students to practice application of skills and concepts learned in lecture. Grading criteria for the learning activities will be discussed during the first small group session on Thursday September 17. Instructions for the small group learning activities will be given during the sessions.

Written Assignments

The written assignments will consist of:

- 20 brief reflection papers;
- 1 Topic Brief describing a health topic of your choice to write about in the Application Exercises and;
- 4 Application Exercises (one per unit).

Technical Details

For Reflection Papers and Application Exercises ...

- Include your name.
- Include the date.
- Include the name of the assignment.
- Include page numbers.
- Double-space.
- Use one-inch margins.
- Use Times New Roman or Arial 12 point font.

The reflection paper is a short (1/2 - 1 page) writing exercise that is intended to help you organize your thoughts, raise questions, allow you to engage with the reading, and prepare for class discussion. It should not be a summary of the article, but rather should be your reactions to some aspects of the assigned readings. The reflection can include the major points that sparked your interest, what you agree or disagree with, and why. It can also include how the reading may (or may not) fit with your topic of interest, or be used to identify questions the readings raise for you. The reflection paper should be written using full sentences, and not bullet points. You are encouraged to use these papers to directly inform the four Application Exercises. Each reflection paper should be typed on a single sheet of paper. If your paper runs longer than a single page please print on both sides. Bring your paper to class and use it to guide questions and discussion points during class. You are encouraged to take handwritten notes on your paper during the class discussion and add to your thoughts based on class discussion. Turn in your reflection paper at the end of class. Each paper is worth 1 point. There are 25 opportunities to earn points for reflection papers. You can choose to write a reflection on the readings for the 21 lectures. The reflection papers for each lecture will be accepted up until class time on the day they are due. In addition there are 4 listening

exercises that can be completed any time during the semester. You can earn a total of 20 points for reflection papers.

The listening exercises are available at the following web links:

1. This American Life. 412: Million Dollar Idea: Act Three. Get Rich or Die Trying. Originally aired July 16, 2010. Public Radio International. © 2010 Chicago Public Media & Ira Glass.
 - Audio (preferred) available at: <http://www.thisamericanlife.org/radio-archives/episode/412/million-dollar-idea?act=3#play>
 - Transcript available at: <http://www.thisamericanlife.org/radio-archives/episode/412/transcript>
2. Stuff You Missed in History Class. The Radium Girls. (Podcast). September 7, 2011.
 - Direct link to audio available at: <http://www.missedinhistory.com/podcasts/the-radium-girls-2/>
3. Stuff You Missed in History Class. Polio: The Dread Disease November 21, 2011.
 - Direct link to audio available at: <http://www.missedinhistory.com/podcasts/polio-the-dread-disease/>
4. Stuff You Missed in History Class. The Flu Epidemic of 1918. May 12, 2014.
 - Direct link to audio available at: <http://www.missedinhistory.com/podcasts/the-flu-epidemic-of-1918/>

The four Application Exercises are designed to help you synthesize your learning in each of the four course units and directly inform a topic area within public health that is of interest to you.

A Topic Brief outlining your chosen public health topic will be the basis for your subsequent papers.

Writing Resources for Students

Center for Writing: Student Writing Support offers free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, Student Writing Support consultants help students develop productive writing habits and revisions strategies.

Consulting is available by appointment online and in Nicholson Hall, and on a walk-in basis in Appleby Hall. For more information, go to <http://writing.umn.edu/sws> or call 612.625.1893.

Instructions for the Topic Brief

Due: September 17

For this assignment, please write a Topic Brief identifying a public health topic that is of interest to you. In the Topic Brief please describe why the topic is of interest to you, identify the population affected and discuss the topic's public health significance. You should briefly identify your chosen public health topic area, provide details on the significance of your topic, and describe the known etiology. This description should include information about the populations affected by your public health topic. The Brief should be approximately 200-400 words.

You will use the topic in assignments applying the four major areas of the course, i.e., psychosocial approaches, community engagement, economics and public policy. *Be as specific as possible about your topic.* For example, “obesity” is very broad and can be narrowed down to focus on physical activity or nutrition, obesity among youth, obesity among adults, etc. Select one aspect of your topic, or a particular population affected by your topic, to focus on for your Application Exercises.

Good resources for the background and significance section are:

Healthy People 2020 - <http://www.healthypeople.gov/>

Office of the Surgeon General - <http://www.surgeongeneral.gov/>

The Centers for Disease Control and Prevention - <http://www.cdc.gov/>

The National Institutes of Health - <http://www.nih.gov/>

The Institute of Medicine - <http://www.iom.edu/>

Minnesota Department of Health - <http://www.health.state.mn.us/>

If you have trouble identifying a public health topic (or narrowing one down), please talk to the Primary Instructor or the TA in advance of the due date and we will provide assistance.

Instructions for the Application Exercises

Unit 1 Application Exercise: Applying Psychosocial Theories

Due: October 6

Select one of the theories listed below:

- Health Belief Model
- Theory of Planned Behavior
- Theory of Reasoned Action
- Trans-theoretical model
- Social Cognitive Theory

In a short answer format:

- Identify the health topic you selected.
- Identify a population impacted by the health topic you selected.
- Identify the theory you selected and define all of the main constructs (3 points)
- Include a conceptual model (figure) of how the constructs are related (1 point)
- Provide an example of each of the main constructs of the theory you selected within your chosen health topic (5 points)
- Describe how you would apply those constructs to develop an intervention to promote change in the health topic you have selected (4 points)
- Identify the limitations of the theory in general and with respect to your proposed intervention specifically (2 points)

Unit 2 Application Exercise: Community Engagement

Due: October 27

In a short answer format:

- Identify the health topic you selected.
- Identify and describe a community that is impacted by your selected health topic (1 point).
- Describe how the community is impacted by the health topic you have selected and why engaging that community can advance change (2 points).
- Describe how you would assess the needs of your chosen population (2 points).
- Describe an intervention to improve health on the topic and in the community you have selected. Your intervention may include: objectives, segmentation, program elements, channels using Diffusion of Innovations and/or Social Marketing (6 points).
- Identify specific partners within your selected community and describe why they would be good partners to advance change within the community (2 points).
- Describe how you would develop those community partnerships and how you would engage the community using the lessons on community approaches and/or organizing (2 points).

Unit 3 Application Exercise: Economic Implications

Due: November 17

In a short answer format:

- Identify the health topic you selected.
- Identify and describe a population that is impacted by your selected health topic.
- Describe how economics can impact the health topic and population you selected (1 point).
- Describe an economic intervention to improve the health of the population you selected and argue why you think this intervention will be effective using economic concepts (3 points).
- Describe the economic concepts of supply and demand and provide specific examples from your health topic or proposed intervention (2 points).
- Describe the economic concepts of costs and benefits and provide specific examples from your health topic or proposed intervention (3 points).
- Identify who will cover the costs and who will experience the benefits of your intervention and describe why that is defensible (3 points).
- Describe the economic concepts of positive and negative externalities and provide specific examples from your health topic (3 points).

Unit 4 Application Exercise: A Policy Approach

Due: December 15

In a short answer format:

- Identify the health topic you selected.
- Identify and describe a population that is impacted by your selected health topic
- Identify and describe a policy you think should be implemented to address your public health topic (1 point).
- Describe the strengths and limitations of your policy proposal (4 points).
- Identify one or more key interest groups that would be helpful for passing your proposal and why they can be helpful. Identify one or more interest groups that would oppose your proposal. Describe why they would oppose your proposal and strategies to overcome that opposition. (4 points).

- Identify and describe Gostin's conditions and use them to justify the role of government in enacting your policy. If implementing a government policy, make sure to identify the level of government that your policy affects (local, state or federal) and what governmental agency should implement your proposal. If you are implementing another type of policy (i.e. school or worksite) make sure to discuss why your policy is appropriate for that venue (6 points).

Using the Grading Rubric

The description for each Application Exercise provides a grading rubric that identifies how points will be distributed for grading purposes. You will earn full points in each section for writing that is accurate, structured, complete, and appropriately applied to your topic.

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 and remaining in class for the scheduled time;
- complete all assigned readings and written assignments on time according to the schedule printed in the course outline (below);
- 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 TA or the Primary 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. PubH 6020 is a three-credit course. The course has been designed with the expectation that you will work an average of nine hours per week including about 2.5 hours spent on lectures, and 7.5 hours in outside study. However, this is an average. Some weeks may require more time, other weeks less.

Deadlines

Due dates for all the learning activities and written assignments are available on the schedule printed in the course outline (below). 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 Primary 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

This course has one primary instructor, two secondary instructors, several guest lecturers and one Teaching Assistant. Please do not hesitate to call or email the Primary Instructor or TA 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

Students are expected to complete the assigned readings for all classes prior to the lesson in which they will be covered.

Course 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](mailto:FindIt@UofMTwinCities) link.

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

This text is not required. However, it does provide excellent background for many of the course topics and content in Units 1 and 2. The text also can serve as an excellent resource for future careers in public health. Students are encouraged to purchase and use the text as a resource during the course. Recommended readings from the text are noted below in the summary for each class session.

An additional recommended (not required) brief resource may be useful for Unit 1: Psychosocial Theories.

U.S. Department of Health and Human Services, National Institutes of Health, National Cancer Institute, *Theory at a Glance – A Guide For Health Promotion Practice*, 2005 Available at: <http://www.sneb.org/2014/Theory%20at%20a%20Glance.pdf>

VI. Course Outline/Weekly Schedule

WEEK 1

Tuesday, September 8

Course Overview

Thursday, September 10

Lecture 1: Social Science, Distributions of Disease and Public Health (Toben Nelson)

Required Reading

- Klein, MC (2014) "How Americans Die" Bloomberg View, April 27, 2014. Available at: <http://www.bloomberg.com/dataview/2014-04-17/how-americans-die.html>
- Vos, T., Barber, R. M., Bell, B., Bertozzi-Villa, A., Biryukov, S., Bolliger, I., ... & Abbafati, C. (2015). Global, regional, and national incidence, prevalence, and years lived with disability for 301 acute and chronic diseases and injuries in 188 countries, 1990–2013: a systematic analysis for the Global Burden of Disease Study 2013. *The Lancet*. 386(9995): 743 – 800.
- Anderson NB. (1998) Levels of analysis in health science: a framework for integrating sociobehavioral and biomedical research. *Annals of the New York Academy of Sciences*, 840: 563-576.

Exercise

- Institute for Health Metrics and Evaluation (IHME). Life Expectancy & Probability of Death. Seattle, WA: IHME, University of Washington, 2014. Available at: <http://www.healthdata.org/data-visualization/life-expectancy-probability-death> and <http://vizhub.healthdata.org/le/>

- View the introduction video and explore 2-3 analyses of your own choosing using the Data Visualization tool.

Recommended Reading

- Glanz, Rimer & Viswanath (eds.) (2015) *Health Behavior: Theory, Research and Practice* (HBTRP), Ch 1

WEEK 2

Tuesday, September 15

Lecture 2: What are theories & how they are applied (Toben Nelson)

Required Reading

- Glanz KB and Bishop DB. (2010) The role of behavioral science theory in development and implementation of public health interventions. *Annual Review of Public Health*, 31: 399-418.

Recommended Reading

- HBTRP, Ch 2

Thursday, September 17

Topic Brief Due

Small Group Learning Activity #1

What Causes the Childhood Obesity Epidemic?

WEEK 3

Tuesday, September 22

Lecture 3: Health Belief Model/Risk Perception (Toben Nelson)

Required Reading

- Slovic P. (1987) Perceptions of risk. *Science* 236:280-286.
- Jeffery RW (1989) Risk behaviors and health: contrasting individual and population perspectives. *American Psychologist* 44(9):1194-1202.
- Seale H, Heywood AE, McLaws M-L, et al. (2010) Why do I need it? I am not at risk! Public perceptions towards the pandemic (H1N1) 2009 vaccine. *BMC Infectious Diseases* 10:99 Available Online: <http://www.biomedcentral.com/1471-2334/10/99>

Recommended Reading

- HBTRP Ch 5

Thursday, September 24

Lecture 4: Theory of Reasoned Action/Planned Behavior and Transtheoretical Model (Charles Rogers)

Required Reading

- Rogers CR, Goodson P. (2014). Male role norms, knowledge, attitudes, and perceptions of colorectal cancer screening among young adult African American men. *Frontiers in Public Health*, 2(52), 1-12. doi: 10.3389/fpubh.2014.00252. PMID: PMC4245902
- Pro-Change Behavior Systems, Inc. (2014). The Transtheoretical Model. <http://www.prochange.com/transtheoretical-model-of-behavior-change>

Recommended Readings

- HBTRP Ch 6, 7

WEEK 4

Tuesday, September 29

Lecture 5: Social Cognitive Theory (Toben Nelson)

Required Reading

- Lytle LA, Perry CL. (2001) Applying research and theory in program planning: An example from a nutrition education intervention. *Health Promotion Practice* 2:68-80.

Recommended Readings

- HBTRP Ch 9

Thursday, October 1

Small Group Learning Activity #2

Psychosocial Approaches to Increase HIV Testing

WEEK 5

Tuesday, October 6

Application Exercise #1 Due

Lecture 6: Community Approaches to Public Health (Spruha Joshi)

Exercise:

- 1) Review the County Health Rankings Project page at:
<http://www.countyhealthrankings.org/>
Look up three counties you have lived in or visited.
- 2) Review the website on Designing Healthy Communities:
<http://designinghealthycommunities.org/>

Read at least 2 articles and view at least 5 videos

- Robert Wood Johnson Foundation. [Section 3. Recommendations](#). Investing in America's Health: A State-by-State Look at Public Health Funding and Key Health Facts. pp. 23-25. Trust for America's Health. www.healthyamericans.org. April, 2013. Available at:
<http://healthyamericans.org/assets/files/TFAH2013InvstgAmrcsHlth05%20FINAL.pdf>

Required Reading

- O'Brien MJ, Whitaker RC (2011) The role of community-based participatory research to inform local health policy: a case study. *J Gen Intern Med* 26(12): 1498-1501.

Recommended Readings

- HBTRP Ch 14

Thursday, October 8

Lecture 7: Principles of Community Organizing (Traci Toomey)

Required Reading

Course handouts (available in class Thursday October 1)

- Bobo K, Kendall J., Max S. *Organizing for Social Change*, 4th Edition, The Forum Press: Santa Ana, CA, 2010.
 - Chapter 2, The Fundamentals of Direct Action Organizing, pp. 5-26
 - Chapter 3, Developing a Strategy, pp. 29-43
 - Chapter 4, A Guide to Tactics, pp. 45-57
- Schutz A, Sandy, MG. *Collective Action for Social Change: An Introduction to Community Organizing*. Palgrave MacMillan: New York, 2011.
 - Chapter 1, What Is Community Organizing, pp. 11-28
 - Chapter 10, One-on-One Interviews, pp. 193-206

Recommended Readings

- HBTRP Ch 15, 17

WEEK 6

Tuesday, October 13

Lecture 8:

Diffusion of Innovation Theory (Toben Nelson)

Required Reading

- Rogers EM. (2002) Diffusion of preventive innovations. *Addictive Behaviors* 27: 989-993.
- Dingfelder HE, Mandell DS. (2011) Bridging the research-to-practice gap in autism intervention: An application of Diffusion of Innovation Theory. *J Autism Dev Disord* 41(5): 597-609.

Recommended Readings

- HBTRP Ch 14,16

Recommended Video

- Everett Rogers. "Diffusion of Innovations" Acceptance presentation, Converse Award for Marketing at University of Illinois at Urbana-Champaign, April 30, 2004. Available at: YouTube, <https://youtu.be/j1uc7yZH6eU>

Thursday, October 15

Lecture 9:

Social Networks & Social Support and Stress & Coping (Sonya Brady)

Required Reading

- Berkman LF, Glass T. (2000) Social integration, social networks, social support, and health. In: Berkman LF and Kawachi I (eds). *Social Epidemiology*. New York, NY: Oxford University Press, 137-173.

Recommended Readings

- HBTRP Ch 11, 12, 13

WEEK 7

Tuesday, October 20

Lecture 10: Social Marketing Theory (Toben Nelson)

Required Reading

- Wansink B. (2013) Convenient, Attractive, and Normative: The CAN Approach to making children slim by design. *Childhood Obesity*. 9(4): 277-278. <http://online.liebertpub.com/doi/pdf/10.1089/chi.2013.9405>
- Centers for Disease Control and Prevention (2015) Gateway to Health Communication & Social Marketing Practice. <http://www.cdc.gov/healthcommunication/>
 - Review CDCynergy <http://www.orau.gov/cdcynergy/soc2web/default.htm>
 - Introduction to Social Marketing
 - CDCynergy Social Marketing Edition (Phases 1-6)

Recommended Readings

- HBTRP Ch 21

Thursday, October 22

Small Group Learning Activity #3
Community Change and Community Organizing: The Case Study of Tillery, NC

WEEK 8

Tuesday, October 27

Application Exercise #2 Due

Lecture 11: Economic Approach to Public Health Policy (Roger Feldman)

Required Reading

- Becker G. The Economic Way of Looking at Life. In: Olin JM. Law and Economics Working Paper No. 12 (2D Series). Chicago, IL.
- Warner KE, Chaloupka FJ, Cook PJ, Manning WG, Newhouse JP, Novotny TE, Schelling TC, Townsend J. (1995) Criteria for determining an optimal cigarette tax: the economist's perspective. *Tobacco Control* 4(4):380-386.
- Stiglitz JE. Economics of the Public Sector, 3rd edition, New York, NY: WW Norton & Company, 2000. Ch 9: 214-244.

Thursday, October 29

Lecture 12: The Economics of the Obesity Epidemic (Roger Feldman)

Required Reading

- Flegal KM, Carroll MD, Ogden CL, Curtin LR. (2010) Prevalence and trends in obesity among US adults, 1999-2008," *JAMA*, 303(3): 235-241.
- Philipson T. (2001) The world-wide growth in obesity: an economic research agenda. *Health Economics* 10(1):1-7.
- Cutler DM, Glaeser EL, Shapiro JM. (2003) Why have Americans become more obese? *Journal of Economic Perspectives* 17(3): 93-118.
- Sheu W. (2006) The evolution of the modern snack tax bill: from world war I to the war against obesity. Harvard University Harvard Law School.
- Brownell KD, Frieden TR. (2009) Ounces of prevention – the public policy case for taxes on sugared beverages. *New England Journal of Medicine*, 360(18): 1805-1808.

WEEK 9

Tuesday, November 3

Lecture 13: Economics and Vaccines (Roger Feldman)

Required Reading

- Kremer M. (2000) Creating markets for new vaccines. Part I: Rationale. *Innovation Policy and the Economy* 1:35-72.
- Mullahy J. (1999) It'll only hurt a second? Microeconomic determinants of who gets flu shots. *Health Economics* 8:9-24.
- Parente SD, Salkever DS, DaVanzo J. (2005) The role of consumer knowledge of insurance benefits for preventive health care among the elderly. *Health Economics*, 14(1): 25-38.
- Hebert PL, Frick KD, Kane RL, McBean AM. (2005) The causes of racial and ethnic differences in influenza vaccination rates among elderly medicare beneficiaries. *Health Services Research*, 40(2): 517-537.
- Also see K Fiscella's commentary that follows.

- The Editors (2011) Wakefield's article linking MMR vaccine and autism was fraudulent. *BMJ*, 342: 64-67.

Thursday, November 5

Lecture 14: The Economics of Gun Control (Roger Feldman)

Required Reading

- Cook PJ, Leitzel JA. (1996) Perversity, futility, jeopardy: an economic analysis of the attack on gun control. *Law and Contemporary Problems. Kids, Guns and Public Policy*, 59(1): 91-118.
- Dezhbakhsh H, Rubin P. (1998) Lives saved or lives lost? The effects of concealed-handgun laws on crime. *The American Economic Review, Papers and proceedings of the Hundred and Tenth Annual Meeting of the American Economic Association*, 77(2): 468-474.
- Duggan M. (2001) More guns, more crime. *Journal of Political Economy* 109(51):1086-1114.

WEEK 10

Tuesday, November 10

Lecture 15: Public Health Frameworks (Toben Nelson)

Required Reading

- Rose G. (2001) Sick individuals and sick populations. *International Journal of Epidemiology* 30:427-432.
- Buettner D. (2015) The Finnish Town That Went on a Diet. *The Atlantic*, April, 2015. Available at: <http://www.theatlantic.com/health/archive/2015/04/finlands-radical-heart-health-transformation/389766/>

Recommended Reading

- HBTRP Ch 3

Thursday, November 12

Small Group Learning Activity #4 Economic Approaches to Immunizations

WEEK 11

Tuesday, November 17

Application Exercise #3 Due

Lecture 16: Applying Public Health Frameworks (Toben Nelson)

Required Reading

- Runyan, C. W. (2015). Using the Haddon matrix: introducing the third dimension. *Injury Prevention*, 21(2), 126-130.
- Hume, P. A., Lorimer, A. V., Griffiths, P. C., Carlson, I., & Lamont, M. (2015). Recreational snow-sports injury risk factors and countermeasures: a meta-analysis review and Haddon matrix evaluation. *Sports Medicine*, 1-16.

Thursday, November 19

Lecture 17: What Is Public Health Policy? (Ira Moscovice)

Required Reading

- U.S. Constitution. Available at: <http://uscode.house.gov/static/constitution.pdf>
- Longest, B. (2010) Health and Health Policy. In B. Longest (ed.) *Health Policymaking in the US*. Fifth Edition. Chicago, IL: Health Administration Press, pages 1-28.

WEEK 12

Tuesday, November 24

Lecture 18: Public Health Law (Anne Barry)

Required Reading

- Gostin LO. (2000) Public health law in a new century: part II: public health powers and limits. *JAMA* 283(22):2979-2984.
- Gostin LO. (2000) Public health law in a new century: part III: public health regulation: A systematic evaluation. *JAMA* 283(23):3118-3122.
- Gostin, LO (2002) Public Health Law in an Age of Terrorism: Rethinking Individual Rights and Common Goods. *Health Affairs* 21(6):79-93.

Thursday, November 26

Thanksgiving, no class

WEEK 13

Tuesday, December 1

Lecture 19: Theories of Interest Groups (Ira Moscovice)

Required Reading

- Longest, B. (2006) The context and process of health policymaking. In: B. Longest (ed.) *Health Policymaking in the US*. Fourth Edition. Chicago, IL: Health Administration Press, pages 75-124).
- Kersh R, Morone J. (2002) The politics of obesity: seven steps to government action. *Health Affairs* 21(6):142-53.

Thursday, December 3

Lecture 20: The Role of Policy Analysis (Ira Moscovice)

Required Reading

- Dunn WN. (1981) A Framework for Policy Analysis. In: Dunn WN. *Public Policy Analysis: An Introduction*. Englewood Cliffs, NJ: Prentice-Hall, 34-63.

WEEK 14

Tuesday, December 8

Lecture 21: Integrating Approaches: Pulling It All Together (Toben Nelson)

Required Reading

- Frieden TR. (2010) A framework for public health action: The health impact pyramid. *American Journal of Public Health* 100(4): 590-595.
- Bayer R, Galea S. (2015) Public Health in the Precision-Medicine Era. *New England Journal of Medicine* 373:499-501.

Thursday, December 10

Small Group Learning Activity #5

Policy and Politics of Gun Control

WEEK 15

Tuesday, December 15

Application Exercise #4 Due

Wrap up

VII. Evaluation and Grading

Students will be evaluated through multiple methods. Final grade will be assessed on a 100-point scale.

Students must complete each of the assignments in order to pass the course. The primary course instructor and teaching assistant will be grading these assignments.

<u>Assignment</u>	<u>Points</u>
Reflection papers (1 point each; up to 20)	20
Small Group Learning Activities (3 points each)	15
<i>Application Exercises</i>	
Topic Brief	5
Unit 1 (Psychosocial)	15
Unit 2 (Community)	15
Unit 3 (Economic)	15
Unit 4 (Policy)	<u>15</u>
Total	100

Final course grades will be based on the following scale:

<u>Grade</u>	<u>Pts</u>
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Below 60

The S/N option is available for this course. A grade of B- or better is required for an S.

For Master's of Public Health (MPH) students: This course is designated as part of the public health core requirement effective Fall 2005; MPH students must take this course for a letter grade (A-F). MPH students will be required to achieve no less than a B- grade in each of the public health core courses.

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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