

**PubH 6020, Section 001 (in-class)**  
**Fundamentals of Social and Behavioral Sciences**  
**Course Syllabus Fall 2017**

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**Credits:** 3 credits  
**Meeting Days:** Tuesday, Thursday  
**Meeting Time:** 11:15 AM-12:30 PM  
**Meeting Place:** Bruininks Hall 131B

**Primary**  
**Instructor:** Toben Nelson ([tfnelson@umn.edu](mailto:tfnelson@umn.edu))  
**Office:** West Bank Office Building 391  
**Office Phone:** (612) 626-9791

**Teaching**  
**Assistant:** Jessica Friedman ([frie0226@umn.edu](mailto:frie0226@umn.edu))

**Secondary**  
**Instructor:** Ira Moscovice ([mosco001@umn.edu](mailto:mosco001@umn.edu))

**Office Hours:** By appointment

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**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 and Moscovice, the current instructors, have been involved with the majority of recent content and modifications, s, in collaboration with Drs. Harry Lando, Rhonda Jones-Webb and Jennifer Linde. Former faculty/instructors, including Drs. Finnegan, Blewett, Feldman and Oberg, all had roles in either the conceptual development or actual content of the current course, and are acknowledged for their contributions. The SPH Office of E-Learning Services has made significant contributions to the format and delivery of this course.

### **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.

The course includes preparation, lectures, class discussion and activities. The course is comprised of four units: (1) Psychosocial, (2) Community, (3) Economics, and (4) Policy & Politics.

### **Assignments and Grading**

The assignments for the course will consist of:

- 10 Class Preparation Activities;
- 1 Topic Brief
- 9 Small Group Learning Activities;
- and;
- 4 Concept Applications.

### **Technical Details**

#### **For all written material...**

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

The Class Preparation Activity is a short (1/2 - 1 page) exercise that is intended to help you organize your thoughts, raise questions, allow you to engage with the reading, and prepare for class discussion. The activity should not be a summary of the article. In each activity you should provide brief sentences or bullet points that address the following points:

1. Identify 3-4 main ideas that you took from the readings
2. Identify 2-3 ideas that you would like to discuss further
3. Identify 1 idea from the readings that you can apply to a topic in Public Health that interests you and describe how it might apply.

You are encouraged to use these preparation activities to directly inform the four Concept Application exercises. The Class Preparation Activity for each lecture should be submitted to the course Moodle website and will be accepted up until class time on the day they are due. You are encouraged to have a copy of your Class Preparation Activity available during class to help guide class discussion.

Each Class Preparation Activity is worth 1 point. There are 17 opportunities to earn points for Class Preparation Activities. You can earn a total of up to 10 points for Class Preparation Activities. You can choose to write a Class Preparation Activity on the readings for any of the course lectures, except for the readings associated with the Small Group Learning Activities.

### **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 nine *in-class* small group learning activities in the course. Each small group activity will be graded and will be worth 1 point each. Students will work through each learning activity collaboratively and submit a brief report describing their group discussion. Small groups are an opportunity for students to practice application of skills and concepts learned in readings, class preparation materials, and lecture. Four of the small group activities are specifically designed to work through the material students are expected to apply to the Concept Application exercises. Instructions for the small group learning activities will be given during the sessions. For Small Group Learning Activities that have required assignments, students are expected to come to class prepared. Grading criteria for the learning activities will be discussed during the first small group session.

A Topic Brief outlining your chosen public health topic will be the basis for your Concept Application exercises.

### **Instructions for the Topic Brief**

Due: September 19

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. The topic brief should address the following:

- identify your chosen public health topic area
- provide details on the significance of your topic
- describe what is known about the etiology
- identify a population (or populations) affected by your public health topic.

The Topic Brief should be approximately 200-400 words.

The Topic Brief will be worth 1 point. You can use the information to get feedback on the appropriateness of your topic for the Concept Application exercises and use the text in writing your Concept Application exercises.

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 Concept 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.

The four Concept 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.

### **Instructions for the Concept Application Assignment**

#### **Unit 1 Concept Application: Applying Psychosocial Theories**

**Due: October 10**

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 (4 points)
- Include a conceptual model (figure) of how the constructs are related (2 point)
- Provide an example of each of the main constructs of the theory you selected within your chosen health topic (6 points)
- Describe how you would apply those constructs to develop an intervention to promote change in the health topic you have selected (5 points)
- Identify the limitations of the theory in general and with respect to your proposed intervention specifically (3 points)

#### **Unit 2 Concept Application: Community Engagement**

**Due: October 31**

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 (3 points).
- Describe how you would assess the needs of your chosen population (3 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 (8 points).
- Identify specific partners within your selected community and describe why they would be good partners to advance change within the community (3 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 Concept Application: Economic Implications**

**Due: November 21**

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 (4 points).
- Describe the economic concepts of supply and demand and provide specific examples from your health topic or proposed intervention (3 points).
- Describe the economic concepts of costs and benefits and provide specific examples from your health topic or proposed intervention (4 points).
- Identify who will cover the costs and who will experience the benefits of your intervention and describe why that is defensible (4 points).
- Describe the economic concepts of positive and negative externalities and provide specific examples from your health topic (4 points).

### **Unit 4 Concept Application: A Policy Approach**

**Due: December 12**

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 (2 point).
- Describe the strengths and limitations of your policy proposal (5 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. (5 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 (8 points).

#### *Using the Grading Rubric*

The description for each Concept 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.

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## **Writing Resources for Students**

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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.

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### ***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, one Secondary Instructor, 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 set up an appointment to meet. You are encouraged to use the University of Minnesota Calendar system, provided by Google Calendar.

## 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 and be prepared to participate in class discussion about the readings.

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](#) link.

The required text is:

Rimer BK, Glanz K. Theory at a Glance – A Guide For Health Promotion Practice (2<sup>nd</sup> edition), U.S. Department of Health and Human Services, National Institutes of Health, National Cancer Institute. NIH publication no. 05-3896. 2005.

This publication is posted on the course website. It is also widely available for free on the internet. If you prefer to have a hard copy you can order one for a nominal cost from any of several different online sources.

The recommended text is: Glanz K, Rimer BK, 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 and further elaborates on material presented in Theory at a Glance. 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.

## VI. Course Outline/Weekly Schedule

### WEEK 1

**Tuesday, September 5**

**Course Overview and Expectations**

**Thursday, September 7**

**Small Group Learning Activity #1**

**What Causes the Childhood Obesity Epidemic?**

### WEEK 2

**Tuesday, September 12**

**Social Science, Distributions of Disease and Public Health (Toben Nelson)**

#### **Required Reading**

- Vos T, Barber RM, 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.

- 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>

### 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

## Thursday, September 14

### No Class

### Public Health Frameworks

#### 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/>

#### Required Videos

- Sir Michael Marmot: Social Determinants of Health (2014 WORLD.MINDS) Zurich, December, 2014 (23 minutes) Available at: <https://youtu.be/h-2bf205upQ>
- Manchanda R. What makes us get sick? Look upstream. TED Talk, August 2014, Filmed at TEDSalon NY2014. (19 minutes) Available at: [https://www.ted.com/talks/rishi\\_manchanda\\_what\\_makes\\_us\\_get\\_sick\\_look\\_upstream](https://www.ted.com/talks/rishi_manchanda_what_makes_us_get_sick_look_upstream)

#### Recommended Reading

- HBTRP Ch 3

## WEEK 3

### Tuesday, September 19

### Topic Brief Due

### What are theories & how they are applied (Toben Nelson)

#### Required Reading

- Rimer BK, Glanz K. Theory at a Glance – A Guide for Health Promotion Practice (2nd edition), US Department of Health and Human Services, National Institutes of Health, National Cancer Institute. NIH publication no. 05-3896. 2005. (TAAG)
  - Part I: Foundations of Theory in Health Promotion and Health Behavior, pp. 3-7.
  - The Ecological Perspective: A Multilevel, Interactive Approach, pp. 10-12.
- Davis R, Campbell R, Hildon Z, Hobbs L, Michie S. (2015) Theories of behaviour and behaviour change across the social and behavioural sciences: a scoping review. *Health Psychology Review*, 9(3): 323-344.

- Missouri Department of Health and Senior Services. Intervention MICA: Building Health Communities. Available online at: <http://health.mo.gov/data/interventionmica/>
  - View:
    - What is Intervention MICA?
    - What is an intervention?
    - What is evidence?
    - How to use Intervention MICA
    - Intervention Topics Overview
      - View at least 1 Intervention Topic including Strategies

### Recommended Reading

- HBTRP, Ch 2

## **Thursday, September 21**

### **Health Belief Model/Risk Perception (Toben Nelson)**

#### Required Reading

- TAAG
  - Health Belief Model, pp. 13-14
- Slovic P. The Psychology of risk. *Saúde e Sociedade*. São Paulo. 19(4) Oct./Dec. 2010. Available online at: <http://dx.doi.org/10.1590/S0104-12902010000400002>
- 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 at: <http://www.biomedcentral.com/1471-2334/10/99>

#### Recommended Reading

- HBTRP Ch 5

## **WEEK 4**

### **Tuesday, September 26**

### **Theory of Reasoned Action/Planned Behavior and Transtheoretical Model (Toben Nelson)**

#### Required Reading

- TAAG
  - Theory of Planned Behavior, p. 16-18
  - Stages of Change Model, p. 15
- Pro-Change Behavior Systems, Inc. (2017). The Transtheoretical Model. <http://www.prochange.com/transtheoretical-model-of-behavior-change>

#### Recommended Videos

- James Prochaska, PhD. Science of Change: The Formula for Modifying Behavior. (Pro-Change Behavior Systems, Inc.) filmed at The Connected Consumer ([www.Healthways.com/ConnectedConsumer](http://www.Healthways.com/ConnectedConsumer)) live from the Massachusetts Institute of Technology AgeLab. Healthways. Uploaded May 25, 2011 <https://www.youtube.com/watch?v=8aJQLhMEmWA>
- Pro-Change Behavior Systems, Inc. (2015). Pro Change Exercise Program. <https://www.youtube.com/watch?v=3j2dvB049qg>
- Pro-Change Behavior Systems, Inc. (2016). HealthStat Healthy Eating. <https://www.youtube.com/watch?v=n4T-vNStheM&t=25s>

#### Recommended Readings

- HBTRP Ch 6, 7

## **Thursday, September 28**

### **Social Cognitive Theory (Toben Nelson)**

#### **Required Reading**

- TAAG
  - Social Cognitive Theory, pp. 19-22
- Yang Y, Yang C, Latkin CA, Luan R, Nelson KE. (2016). Condom use during commercial sex among male clients of female sex workers in Sichuan China: A Social Cognitive Theory analysis. *AIDS and Behavior*. 20(10): 2309-2317.

#### **Recommended Readings**

- HBTRP Ch 9

## **WEEK 5**

### **Tuesday, October 3**

### **Community Approaches to Public Health (Toben Nelson)**

#### **Required Reading**

- TAAG
  - Community Level and Community Organization and Other Participatory Model, pp. 22-27

#### **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 4 videos

#### **Required Video**

- Ravenell J. How barbershops can keep men healthy. TED Talk. February 2016.  
Available at:

[https://www.ted.com/talks/joseph\\_ravenell\\_how\\_barbershops\\_can\\_keep\\_men\\_healthy](https://www.ted.com/talks/joseph_ravenell_how_barbershops_can_keep_men_healthy)

#### **Recommended Readings**

- HBTRP Ch 14
- 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.

## **Thursday, October 5**

### **Small Group Learning Activity #2**

### **Psychosocial Approaches to Increase HIV Testing**

## **WEEK 6**

### **Tuesday, October 10**

### **Concept Application #1 Due**

### **Principles of Community Organizing (Traci Toomey)**

#### **Required Reading**

Course handouts (available in class Thursday September 28)

- 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

## **Thursday, October 12**

### **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 17**

### **Social Marketing Theory (Toben Nelson)**

#### **Required Reading**

- TAAG
  - Social Marketing, pp. 36-39
- Centers for Disease Control and Prevention (2016) 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
- Wansink, B. (2015), Change Their Choice! Changing Behavior Using the CAN Approach and Activism Research. *Psychology and Marketing*, 32: 486–500. doi:10.1002/mar.20794

## **Thursday, October 19**

### **Diffusion of Innovations Theory (Toben Nelson)**

#### **Required Reading**

- TAAG
  - Diffusion of Innovations, pp. 27-28
- Rogers EM. (2002) Diffusion of preventive innovations. *Addictive Behaviors* 27: 989-993.
- Harris JK, Erwin PC, Smith C, and Brownson RC. (2015). The diffusion of evidence-based decision making among local health department practitioners in the United States. *Journal of Public Health Management and Practice*, 21(2), 134–140.

#### **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>

## **WEEK 8**

**Tuesday, October 24**

### **Small Group Learning Activity #3**

#### **Racism and Health**

##### **Required Reading**

- Williams DR, Mohammed SA. (2013). Racism and health I: pathways and scientific evidence. *American Behavioral Scientist*, 57(8): 1152-1173.
- Williams DR, Mohammed SA. (2013). Racism and health II: a needed research agenda for effective interventions. *American Behavioral Scientist*, 57(8), pp.1200-1226.
- McElwee S. The hidden racism of young white Americans. PBS Newshour. March 2015. Available online at: <http://www.pbs.org/newshour/updates/americas-racism-problem-far-complicated-think/>
- Holloway K. Black people are not here to teach you: What so many white Americans just can't grasp. Salon. April 2015. Available online at: [http://www.salon.com/2015/04/14/black\\_people\\_are\\_not\\_here\\_to\\_teach\\_you\\_what\\_so\\_many\\_white\\_americans\\_just\\_cant\\_grasp\\_partner/](http://www.salon.com/2015/04/14/black_people_are_not_here_to_teach_you_what_so_many_white_americans_just_cant_grasp_partner/)

##### **Required Video**

- TED Talks. How racism makes us sick. David R. Williams, Florence Sprague Norman and Laura Smart Norman Professor of Public Health, Harvard T.H. Chan School of Public Health, November 2016. (18 minutes) Direct link to video available at: [https://www.ted.com/talks/david\\_r\\_williams\\_how\\_racism\\_makes\\_us\\_sick](https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick)

**Thursday, October 26**

### **Small Group Learning Activity #4**

#### **Community Change and Community Organizing: The Case Study of Tillery, NC**

## **WEEK 9**

**Tuesday, October 31**

### **Concept Application #2 Due**

#### **Small Group Learning Activity #5**

#### **Applying Public Health Frameworks**

##### **Required Reading**

- Runyan CW. (2015). Using the Haddon matrix: introducing the third dimension. *Injury Prevention*, 21(2), 126-130.
- Hume PA, Lorimer AV, Griffiths PC, 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.

##### **Recommended Video**

- Teret S. A Haddon Matrix for Food. Open Academy. Course: Psychology, Biology and Politics of Food. (19 minutes). Yale University. Direct link to video available at: <http://theopenacademy.com/content/concept-196-haddon-matrix-food>

## **Thursday, November 2**

### **Economic Concepts for Public Health (Toben Nelson)**

#### **Required Reading**

- Carande-Kulis VG, Getzen TE, Thacker SB. (2007). Public goods and externalities: a research agenda for public health economics. *Journal of Public Health Management and Practice*, 13(2), 227-232.
- Messonnier ML. (2006). Economics and Public Health at CDC. *Morbidity and Mortality Weekly Report*. 55(Sup02): 17-19.
- Centers for Disease Control and Prevention. (2017) Public Health Economics and Methods. State, Tribal, Local & Territorial Public Health Professionals Gateway. Available online at: <https://www.cdc.gov/stltpublichealth/pheconomics/>
  - Exercise: View 2 Economic Tools that interest you.

#### **Recommended Slide and Audio Presentation**

- Feldman R. PubH 6020 Course Lecture: Introduction to Public Health Economics.

## **WEEK 10**

### **Tuesday, November 7**

#### **Small Group Learning Activity #6**

#### **Applying Economic Concepts #1**

Choose two of three topics:

- Economics and Obesity
- Economics and Vaccines
- Economics and Gun Control

You will engage in one group activity during class on Tuesday and a second on Thursday.

### **Economics and Obesity**

#### **Required Slide and Audio Presentation**

- Feldman R. PubH 6020 Course Lecture: The Economics of the Obesity Epidemic.

#### **Required Reading**

- Lehnert T, Sonntag D, Konnopka A, Riedel-Heller S, König H-H. (2013) Economic costs of overweight and obesity. *Best Practice and Research Clinical Endocrinology and Metabolism* 27(2): 105-115.
- 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.
- Chou SY, Grossman M, Saffer H. (2004). An economic analysis of adult obesity: results from the Behavioral Risk Factor Surveillance System. *Journal of Health Economics*, 23(3), 565-587.
- Wang YC, Coxson P, Shen YM, Goldman L, Bibbins-Domingo K. (2012). A penny-per-ounce tax on sugar-sweetened beverages would cut health and cost burdens of diabetes. *Health Affairs*, 31(1), 199-207.

### **Economics and Vaccines**

### **Required Slide and Audio Presentation**

- Feldman R. PubH 6020 Course Lecture: Economics and Vaccines.

### **Required Reading**

- Jarrett C, Wilson R, O'Leary M, Eckersberger E, Larson HJ. (2015). Strategies for addressing vaccine hesitancy—a systematic review. *Vaccine* 33(34): 4180-4190.
- Godlee F, Smith J, Marcovitch H. (2011). Wakefield's article linking MMR vaccine and autism was fraudulent. *BMJ*, 342, c7452.
- Crager SE. (2014) Improving global access to new vaccines: intellectual property, technology transfer, and regulatory pathways. *American Journal of Public Health* 104(11): e85-e91.

## **Economics and Gun Control**

### **Required Slide and Audio Presentation**

- Feldman R. PubH 6020 Course Lecture: The Economics of Gun Control.

### **Required Reading**

- Gius, M (2014). An examination of the effects of concealed weapons laws and assault weapons bans on state-level murder rates. *Applied Economics Letters* 21, no. 4 (2014): 265-267..
- Hemenway D. (2017) Reducing firearm violence. *Crime and Justice*. 46(1): 201-230.
- Duggan M. (2001) More guns, more crime. *Journal of Political Economy* 109(51):1086-1114.
- Lott Jr JR, Mustard DB. (1997). Crime, deterrence, and right-to-carry concealed handguns. *The Journal of Legal Studies*, 26(1), 1-68.
- Papachristos, AV. (2013) 48 years of crime in Chicago: a descriptive analysis of serious crime trends from 1965 to 2013. Yale University, Institute of Social and Policy Studies, Working Paper ISPS 13-023.

## **Thursday, November 9**

### **Small Group Learning Activity #7**

### **Applying Economic Concepts #2**

## **WEEK 11**

### **Tuesday, November 14**

### **Integrating Approaches for Public Health (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.
- Centers for Disease Control and Prevention. (2017) Effective Interventions: HIV Prevention that Works. Available online at: <https://effectiveinterventions.cdc.gov/en>
  - View PwP in Action Graphic Novel. Available online at: <https://effectiveinterventions.cdc.gov/PwP/story.html>
  - View High Impact Prevention
    - Biomedical Interventions
    - Public Health Strategies
    - Behavioral Interventions

- Structural Interventions
- Social Marketing

**Thursday, November 16**

**Small Group Learning Activity #8  
Economic Approaches to Immunizations**

**WEEK 12**

**Tuesday, November 21**

**Concept Application #3 Due**

**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.

**Thursday, November 23**

**Thanksgiving, no class**

**WEEK 13**

**Tuesday, November 28**

**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 30**

**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 5**

**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 7**  
**Small Group Learning Activity #9**  
**Policy and Politics of Gun Control**

**WEEK 15**  
**Tuesday, December 12**  
***Concept Application #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.

<b><u>Assignment</u></b>	<b><u>Points</u></b>
Class Preparation Exercise (1 point each; up to 10)	10
Topic Brief	1
Small Group Learning Activities (1 point each)	9
<i>Concept Application</i>	
Unit 1 (Psychosocial)	20
Unit 2 (Community)	20
Unit 3 (Economic)	20
Unit 4 (Policy)	<u>20</u>
<b>Total</b>	<b>100</b>

Final course grades will be based on the following scale:

<b><u>Grade</u></b>	<b><u>Pts</u></b>
<b>A</b>	94-100
<b>A-</b>	90-93
<b>B+</b>	87-89
<b>B</b>	83-86
<b>B-</b>	80-82
<b>C+</b>	77-79
<b>C</b>	73-76
<b>C-</b>	70-72
<b>D+</b>	67-69
<b>D</b>	63-66
<b>D-</b>	60-62
<b>F</b>	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](http://www.sph.umn.edu/courseval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

### **Incomplete Contracts**

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

### **University of Minnesota Uniform Grading and Transcript Policy**

A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

## **VIII. Other Course Information and Policies**

### **Grade Option Change** (if applicable):

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

### **Course Withdrawal:**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw. Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

**Student Conduct Code:**

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

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

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

**Use of Personal Electronic Devices in the Classroom:**

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

**Scholastic Dishonesty:**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

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

**Makeup Work for Legitimate Absences:**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in

intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see:

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

### **Appropriate Student Use of Class Notes and Course Materials:**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Sexual Harassment:**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

### **Equity, Diversity, Equal Opportunity, and Affirmative Action:**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

[http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

### **Disability Accommodations:**

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

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

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

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

### **Mental Health and Stress Management:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more

about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

**The Office of Student Affairs at the University of Minnesota:**

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development –Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Community Standards, 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 <https://osa.umn.edu/>.

**Academic Freedom and Responsibility:**

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

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

*\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

**Student Academic Success Services (SASS):** <http://www.sass.umn.edu>:

Students who wish to improve their academic performance may find assistance from Student Academic Support Services. While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

*Template update 8/2017*