

PUBH 6334, SECTION 001

Human Behavior II
Spring 2019

COURSE & CONTACT INFORMATION

Credits: 2
Meeting Day(s): Wednesdays
Meeting Time: 3:35-5:30 pm
Meeting Place: West Bank Office Building (WBOB), Room 410

Instructor: Sonya Brady, PhD, Associate Professor, EpiCH
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Office Hours: By Appointment
Office Location: West Bank Office Building (WBOB)
1300 S. 2nd Street, Suite 300, Room 390

COURSE DESCRIPTION

This course is a core requirement for Division of Epidemiology and Community Health doctoral students in the Social and Behavioral Epidemiology track. It is intended for advanced students with social and behavioral science backgrounds. The purpose of the course is to understand and critically evaluate how theories are used to inform and design research on health in the social and behavioral sciences and public health.

COURSE PREREQUISITES

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

COURSE GOALS & OBJECTIVES

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

Learning Objectives

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

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



METHODS OF INSTRUCTION AND WORK EXPECTATIONS

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

Course Expectations

All students are expected to:

- Attend all class sessions, arriving prior to the scheduled start of class so that activities can begin in a timely fashion;
- Complete all assigned readings and written assignments on time, and be prepared to discuss key points of the readings and assignments during class;
- Share class exercises and the developing final project with classmates via Moodle forums;
- Present ideas in class, both informally (e.g., small learning team discussions about class exercises) and more formally (i.e., PowerPoint presentation to the larger class);
- Read and provide feedback on the developing final paper of two classmates;
- Regularly read and respond to any e-mail related to the course using the University assigned e-mail address;
- Contact the instructor with any questions or concerns about course content, evaluations, or satisfactory progress in the course.

Expected Effort

University of Minnesota policy states that work expectations per credit hour are fixed at a ratio of 1:3. That is, a single credit course assumes three hours of work per week including class attendance. A two-credit course such as this one assumes that students will work an average of six hours per week including about 2 hours spent in class discussion, and 4 hours in outside study. The course has been designed with this expectation in mind; however, this is an average. Some weeks may require more time, other weeks less.

Course Structure

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

During the second half of the course, class time will be divided into 20-minute PowerPoint presentations by students (2 per week) and discussion. Class presentations will allow students to be exposed to the application of theory across a variety of public health problems. **Each presenter will provide a reading to their classmates and the instructor. The reading must describe one theory or construct being utilized by the student to better understand a public health problem and guide possible interventions.** Students must share their ideas for a reading with the instructor two weeks prior to their presentation for approval (e-mail PDFs of the proposed readings). This will allow at least one week for classmates to read the selection.

Students should also provide a brief study guide along with their reading, emphasizing key points and/or questions that classmates should take away from the reading. The reading and brief study guide should pose questions that are relevant to the student's developing final project. **Students should practice their PowerPoint presentations in advance to ensure that their delivery time is no more than 20 minutes (15-20 slides maximum).** This will allow 30 minutes for questions and discussion.

Initial Assignments / Class Exercises

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

1. *Assignment #1: Conceptual Framework and Model Exercise.* Through this assignment, students will have the opportunity to both “think big” and demonstrate focus. Students will develop a broad conceptual framework to show what is important to study at different levels of social ecology with respect to a health behavior, risk behavior, or health outcome of their choice. They will then select a small number of modifiable determinants and create a conceptual model to show how determinants are linked to the selected behavior or outcome. Students will write brief narratives to accompany each figure, similar to what social and behavioral scientists may write in a theory-based manuscript or grant proposal.
2. *Assignment #2: Structural and Social Determinants of Health Exercise.* Through this assignment, students will be challenged to think about how health, as well as the success or failure of health promotion interventions, may depend on the broader social ecological context in which individuals and communities live. Using the World Health Organization’s *Conceptual Framework for Action on the Social Determinants of Health* (Solar & Irwin, 2010), students will develop a conceptual model to better understand a specific health behavior and/or public health problem among a historically disadvantaged community. The conceptual model will include both structural and social determinants of health inequities. Students will list the sectors that would need to coordinate efforts to effect positive change, as well as policies that would further this effort. Finally, they will explain why (for what reasons) and how (through what mechanisms) a specific prevention or intervention program published in the literature would be more effective if the social actions suggested by the WHO model were implemented.
3. *Assignment #3: Prevention Strategy Exercise.* Through this assignment, students will have the opportunity to think through several of the steps involved in planning, implementing, and evaluating a conceptually informed prevention program or policy. Students will first develop a conceptual model to guide a prevention program or policy. They will then describe how the conceptual model informed different program or policy components. Lastly, they will describe how the program or policy could be evaluated, both in terms of process (e.g., fidelity to intended implementation) and observed impacts on health behaviors and outcomes.

Final Project

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

- 1) **A 3,500 word manuscript that applies one or more theories to better understand a public health problem, and proposes an agenda for research.** This project is most appropriate when the student can make a convincing case that interventions, public health practices, and/or policies designed to promote health are not having the desired effect because the theoretical foundation on which efforts are based is lacking, incomplete, or underdeveloped. The student will propose a theoretically informed conceptual model to explain behavior, review appropriate literature in support of the model, and propose an agenda for research based on this model. Proposed research (if carried out) would, in turn, inform future practice and policies.
 - a. Format the manuscript according to APA or AMA guidelines. Include a title page, abstract, list of references, and figure depicting your conceptual model. These sections are not included in the word count. Double space text and use Arial 11 point font or Calibri 12 point font.
 - b. In the first section of your manuscript, introduce the public health problem on which you are focusing. Make the case that interventions, public health practices, and/or policies designed to promote health are not having the desired effect because the theoretical foundation on which efforts are based is lacking, incomplete, or underdeveloped. Identify the theories (if any) that have been utilized and why these theories are insufficient, particularly if they are not well integrated with one another. Introduce the conceptual model that will guide your literature review and proposed agenda for research.
 - c. Use headers and potentially, sub-headers to divide different sections of the manuscript. Headers and sub-headers can be used to divide your literature review in a way that corresponds to proposed links in your conceptual model and/or theories that have been utilized in the past. The majority of your manuscript will

consist of this literature review, which should cite both theory and empirical literature.

- d. Close the manuscript by proposing an agenda for research. Your agenda for research should be directly informed by the constructs and proposed links in your conceptual model.
- e. The conceptual model that guides your literature review and proposed agenda for research should be focused. It is not possible to address “everything” in a manuscript, and you may find that it will be necessary to focus on a narrower portion of the model that you initially developed.

2) **A 3,500 word manuscript that applies one or more theories to better understand a public health problem, and proposes a specific prevention or intervention program or policy to address the problem.**

This project is most appropriate when the student is interested in developing ideas for a future grant submission. Theory must be used to develop a conceptual model, components of the planned prevention or intervention program or policy, and specific hypotheses. If this project option is selected, the student will not present all sections of a typical grant proposal. Rather, the student will present sections that are particularly relevant to theory and the conceptual model.

- a. With the exception of the Specific Aims page (described below), format the manuscript according to APA or AMA guidelines. Include a title page, list of references, and figure depicting the conceptual model. Up to three tables may be included, if desired. These sections and the Specific Aims page (which should appear in lieu of an abstract) are not included in the word count. Use headers and potentially, sub-headers to divide sections of the manuscript. Double space text and use Arial 11 point font.
- b. The second page of the manuscript should be formatted in accordance with the Specific Aims page of an NIH grant proposal. Students should ask advisors/mentors for examples of Specific Aims pages. Incorporate descriptions of the following elements: (1) the public health problem; (2) the planned prevention or intervention program or policy that will be implemented; (3) how implementation and evaluation of the planned program or policy will advance science and public health; (4) the intended sample, setting, and study design; and (5) hypotheses. Single space text and use Arial 11 point font.
- c. In the first section of the body of the manuscript, introduce the public health problem. Introduce a theoretically informed conceptual model to explain your outcome (e.g., a health behavior) and review empirical literature in support of the model. Supporting literature should include previous prevention/intervention studies or policies that have targeted one or more of the modifiable determinants of your outcome in the conceptual model. Highlight any questions that remain with respect to your conceptual model (e.g., insufficient research for specific links in the model, not yet testing all links in your conceptual model through a single study). While this is an important section of the manuscript, less space should be devoted to building the case for the model than for Project Option#1.
- d. Provide an overview of your planned prevention or intervention program or policy. Be sure that your overview addresses the points below.
 - i. Begin by briefly describing your planned prevention or intervention program or policy. Explain how its implementation and evaluation will contribute to science and public health. Explain how the proposed prevention or intervention program or policy is superior to approaches that have been implemented previously.
 - ii. *(Will not apply to all projects)* Will formative research be conducted to test and potentially refine the conceptual model and planned approach? If so,
 1. What formative research will be conducted and how will data be obtained?
 2. Who will be involved in refining the program or policy components (e.g., research team, community partners, organization leaders, policymakers)?
 3. How might different program or policy components be refined based on what is learned during formative research?
 - iii. Explain the planned prevention/intervention or policy approach in detail. *(Even if you plan to conduct formative research to refine your conceptual model and planned approach, it is important to provide a clear sense of your initial approach.)*
 1. Clearly indicate the prevention/intervention or policy components that are meant to target

each determinant of your outcome in the conceptual model. It may be helpful to create and refer to a table.

2. Explain how program or policy components will be implemented. Demonstrate the feasibility of implementation.
- e. Briefly describe the intended sample, setting, and study design. Explain how the sample will be recruited. Explain when and how data will be collected.
- f. Briefly explain how a process evaluation will be conducted to determine whether the program or policy has been implemented as intended and the degree to which participants have been exposed to program or policy components. If it would be helpful to create and refer to a table, feel free to do so.
- g. Briefly discuss plans for operationalizing/measuring constructs in the conceptual model, including the target behavior or public health outcome, determinants of the behavior/outcome, and any other constructs in the model (e.g., effect modifiers). If it would be helpful to create and refer to a table, feel free to do so.
- h. State hypotheses. Hypotheses should involve testing whether the prevention or intervention program or policy impacted the target behavior/outcome and potential determinants of the target behavior/outcome. It is also appropriate to test whether proposed determinants of the behavior/outcome are associated with the target behavior/outcome in the manner depicted in the conceptual model.
- i. Close by reiterating the importance of the planned prevention or intervention program or policy to advancing science and public health.

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

Small Learning Teams

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

During the second half of the course, each student will be placed in a small learning team that will remain constant. From spring break until the end of semester, students are expected to exchange their developing academic work with other members of the group every two weeks (three exchanges total). Outside of class, each group member will be asked to provide written feedback to TWO of their group members. Peer feedback is intended to provide opportunities for students to assist in developing the academic work of their colleagues and to learn from their colleagues. **Students will exchange their developing work and feedback using Moodle forums on the course website.** This will allow the instructor to monitor overall class progress. Students may also view the work of other colleagues within and outside of their small learning team to enrich the learning experience.

Class Attendance and Deadlines

If you anticipate any difficulty attending a class or meeting a deadline (due to a family emergency, documented illness, or attendance at a professional conference), arrangements must be made with the instructor in advance of the class and/or due date. Absences of more than one class may lead to a lower course grade. Late assignments will not be accepted without prior arrangement, except in the most extreme circumstances.

Questions about Course Material and Assignments

Please do not hesitate to speak with or e-mail the instructor if you have questions. In-person meetings are welcomed and encouraged. Please e-mail the instructor to arrange an appointment.

COURSE TEXT & READINGS

There is no required text for the course, although it is expected that students will already be familiar with the following textbook: Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.). (2015). *Health Behavior: Theory, Research, and Practice* (5th ed.). San Francisco, CA: Jossey Bass.

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

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

COURSE OUTLINE/WEEKLY SCHEDULE

Class	Date	Topics	Required Readings and Preparation	Assignment Due
1	Jan 23	<ul style="list-style-type: none"> • Welcome • Review syllabus • Social ecological models and broad conceptual frameworks • Development of conceptual models to explain behavior 	<p>Required Readings</p> <ul style="list-style-type: none"> • Glass, T. A., & McAtee, M. J. (2006). Behavioral science at the crossroads in public health: Extending horizons, envisioning the future. <i>Social Science & Medicine</i>, 62, 1650-1671. • Earp, J. A., & Ennett, S. T. (1991). Conceptual models for health education research and practice. <i>Health Education Research</i>, 6, 163-171. • Brady, S. S., Brubaker, L., Fok, C. S., Gahagan, S., Lewis, C. E., Lewis, J., Low, L. K., Lowder, J. L., Nodora, J., Stapleton, A., & Palmer, M. H., for the PLUS Consortium. (2019). <i>Development of conceptual models to guide public health research, practice, and policy: Synthesizing traditional and contemporary paradigms</i>. Manuscript under review. <p>Optional Readings</p> <ul style="list-style-type: none"> • Sallis, J. F., & Owen, N. (2015). Ecological models of health behavior. In K. Glanz, B. K. Rimer, & K. Viswanath. (Eds.) <i>Health Behavior: Theory, Research, and Practice</i> (5th ed., pp. 43-64). San Francisco, CA: Jossey Bass. • Brady, S. S., Bavendam, T., Berry, A., Fok, C. S., Gahagan, S., Goode, P. S., Hardacker, C. T., Hebert-Beirne, J., Lewis, C. E., Lewis, J. B., Low, L. K., Lowder, J. L., Palmer, M. H., Wyman, J. F., & Lukacz, E. S., for the PLUS Consortium. (2018). The Prevention of Lower Urinary tract Symptoms (PLUS) in girls and women: Developing a conceptual framework for a prevention research agenda. <i>Neurourology & Urodynamics</i>, 37, 2951-2964. <p>Come to class prepared for large group discussion:</p> <ul style="list-style-type: none"> • What are your research interests? Where do your interests fit within the society-behavior-biology nexus depicted by Glass and McAtee? • To what extent have you used theory, conceptual frameworks, or conceptual models to inform your thinking and work? • In what settings could you imagine establishing or continuing your career? • What do you hope to gain from this course? 	
2	Jan 30	<ul style="list-style-type: none"> • Social ecological models and broad conceptual frameworks • Development of conceptual models to explain behavior 	<p>Come to class prepared to discuss your assignment in a small group:</p> <ul style="list-style-type: none"> • In roughly 10 minutes, <ul style="list-style-type: none"> – Walk your classmates through your entire social ecological model/framework – Walk your classmates through your conceptual model to explain a specific health behavior or health outcome • Respond to comments and questions from classmates • Solicit ideas from classmates 	<p>Assignment #1 Due by 10 pm on Tuesday, January 29</p> <p>Please post via Moodle and bring 1 copy to class for Instructor</p>

3	Feb 6	<ul style="list-style-type: none"> • Structural and social determinants of health inequities 	<p>Required Readings</p> <ul style="list-style-type: none"> • Solar, O., & Irwin, A. (2010). <i>A conceptual framework for action on the social determinants of health. Social Determinants of Health Discussion Paper 2 (Policy and Practice)</i>. Geneva, Switzerland: World Health Organization (WHO) Document Production Services. • El-Bassel, N. & Strathdee, S. A. (2015). Women who use or inject drugs: An action agenda for women-specific, multilevel, and combination HIV prevention and research. <i>Journal of Acquired Immune Deficiency Syndromes (JAIDS)</i>, 69 (Suppl. 2), S182-S190. • Hostinar, C. E., Nusslock, R., & Miller, G. E. (2018). Future directions in the study of early-life stress and physical and emotional health: Implications of the Neuroimmune Network Hypothesis. <i>Journal of Clinical Child & Adolescent Psychology</i>, 47 (1), 142-156. <p>Come to class prepared for large group discussion:</p> <ul style="list-style-type: none"> • What do you think about the WHO conceptual framework? • To what extent does El-Bassel and Strathdee’s risk environment framework, proposed research agenda, and intervention ideas reflect both structural and intermediary determinants of health represented in the WHO conceptual framework? Does anything from the WHO framework seem missing? • To what extent does Nusslock and Miller’s Neuroimmune Network Hypothesis and Hostinar et al.’s proposed research agenda and intervention ideas reflect both structural and intermediary determinants of health represented in the WHO conceptual framework? Does anything from the WHO framework seem missing? • Imagine that U.S. policy makers and public health practitioners adopted the WHO framework. What changes in policy and practice should follow for <u>your</u> health behaviors and outcomes of interest? To what extent do you think these changes are feasible within the current political climate of the United States? 	
4	Feb 13	<ul style="list-style-type: none"> • Structural and social determinants of health inequities • Development of conceptual models to explain behavior and health inequities 	<p>Come to class prepared to discuss your assignment in a small group:</p> <ul style="list-style-type: none"> • In roughly 10 minutes, <ul style="list-style-type: none"> – Walk your classmates through your conceptual model – Explain sectors that would need to coordinate efforts and policies that would reduce health inequities – Explain why and how a specific prevention or intervention program published in the literature would be more effective if the social actions suggested by your model were implemented • Respond to comments and questions from classmates • Solicit ideas from classmates 	<p>Assignment #2 Due by 10 pm on Tuesday, February 12</p> <p>Please post via Moodle and bring 1 copy to class for Instructor</p>

5	Feb 20	<ul style="list-style-type: none"> Developing prevention programs and policies informed by theory, conceptual frameworks, and conceptual models 	<p>Required Readings</p> <ul style="list-style-type: none"> Montaño, D. E., & Kasprzyk, D. (2015). Theory of reasoned action, theory of planned behavior, and the integrated behavioral model. In K. Glanz, B. K. Rimer, & K. Viswanath. (Eds.) <i>Health Behavior: Theory, Research, and Practice</i> (5th ed., pp. 95-124). San Francisco, CA: Jossey Bass. Zoellner, J., Chen, Y., Davy, B., You, W., Hedrick, V., Corsi, T., Estabrooks, P. (2014). Talking health, a pragmatic randomized-controlled health literacy trial targeting sugar-sweetened beverage consumption among adults: Rationale, design & methods. <i>Contemporary Clinical Trials</i>, 37, 43-57. Roache, S. A., & Gostin, L. O. (2017). The untapped power of soda taxes: Incentivizing consumers, generating revenue, and altering corporate behavior. <i>International Journal of Health Policy and Management</i>, 6 (9), 489-493. Silver, I. D., Wen Ng, S., Ryan-Ibarra, S., Smith Taillie, L., Induni, M., Miles, D. R., Poti, J. M., & Popkin, B. M. (2017). Changes in prices, sales, consumer spending, and beverage consumption one year after a tax on sugar-sweetened beverages in Berkeley, California, US: A before-and-after study. <i>PLoS Medicine</i>, 14 (4), e1002283. <p>Optional Readings</p> <ul style="list-style-type: none"> Glasgow, R. E., Vogt, T. M., & Boles, S. M. (1999). Evaluating the public health impact of health promotion interventions: The RE-AIM framework. <i>American Journal of Public Health</i>, 89 (9), 1322-1327. Jilcott, S., Ammerman, A., Sommers, J., & Glasgow, R. E. (2007). Applying the RE-AIM framework to assess the public health impact of policy change. <i>Annals of Behavioral Medicine</i>, 34, 105-114. <p>Come to class prepared for small group discussion:</p> <ul style="list-style-type: none"> How might the Theory of Reasoned Action, Theory of Planned Behavior, and Integrated Behavioral Model apply to your health behaviors of interest? <ul style="list-style-type: none"> How would you go about eliciting information about key constructs in your population(s) of interest? (See Table 6.2) Could you imagine applying the steps that Montaño and Kasprzyk (2015) describe (see pages 117-118) as part of formative research to inform a future planned prevention program? Roache and Gostin (2017) created a figure to depict the economic, social and informational impacts of soda taxes. Think of a policy that could impact your health behaviors and outcomes of interest. Try to create a similar figure to show impacts of your policy. <ul style="list-style-type: none"> Would you highlight economic, social, and informational impacts, or impacts within different domains? 	
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			<ul style="list-style-type: none"> – Could you imagine developing a pre-post study to examine the impacts of your proposed policy change? What, specifically, would you measure to examine each proposed impact? <p>Come to class prepared for large group discussion:</p> <ul style="list-style-type: none"> • How well do intrapersonal- and policy-level prevention strategies apply to your health behaviors and outcomes of interest? • What interpersonal-, organizational-, or community-level strategies could you imagine to impact your health behaviors and outcomes of interest? 	
6	Feb 27	<ul style="list-style-type: none"> • Developing prevention programs and policies informed by theory, conceptual frameworks, and conceptual models • Planning process and outcome evaluations at different levels of social ecology 	<p>Required Readings</p> <ul style="list-style-type: none"> • Saunders, R. P., Evans, M. H., & Joshi, P. (2005). Developing a process-evaluation plan for assessing health promotion program implementation: A how-to guide. <i>Health Promotion Practice, 6</i>, 134-147. • Sherwood, N. E., French, S. A., Veblen-Mortenson, S., Crain, A. L., Berge, J., Kunin-Batson, A., Mitchell, N., & Senso, M. (2013). NET-Works: Linking families, communities, and primary care to prevent obesity in preschool-age children. <i>Contemporary Clinical Trials, 36</i>, 544-554. • French, S. A., Sherwood, N. E., Veblen-Mortenson, S., Crain, A. L., JaKa, M. M., Mitchell, N. R., Hotop, A. M., Berge, J. M., Kunin Batson, A. S., Truesdale, K., Stevens, J., Pratt, C., & Esposito, L. (2018). Multicomponent obesity prevention intervention in low-income preschoolers: Primary and subgroup analyses of the NET-Works randomized clinical trial, 2012-2017. <i>American Journal of Public Health, 108</i>, 1695-1706. <p>Optional Readings</p> <ul style="list-style-type: none"> • Bartholomew, L., K., Markham, C., Mullen, P., & Fernández, M. E. (2015). Planning models for theory-based health promotion interventions. In K. Glanz, B. K. Rimer, & K. Viswanath. (Eds.) <i>Health Behavior: Theory, Research, and Practice</i> (5th ed., pp. 359-387). San Francisco, CA: Jossey Bass. • Rovniak, L. S., Sallis, J. F., Kraschnewski, J. L., Sciamanna, C. N., Kiser, E. J., Ray, C. A., Chinchilli, V. M., Ding, D., Matthews, S. A., Bopp, M., George, D. R., & Hovell, M. F. (2013). Engineering online and in-person social networks to sustain physical activity: Application of a conceptual model. <i>BMC Public Health, 13</i>, 753. (15 pages) • Rovniak, L. S., Kong, L., Hovell, M. F., Ding, D., Sallis, J. F., Ray, C. A., Kraschnewski, J. L., Matthews, S. A., Kiser, E. J., Chinchilli, V. M., George, D. R., & Sciamanna, C. N. (2016). Engineering online and in-person social networks for physical activity: A randomized trial. <i>Annals of Behavioral Medicine, 50</i>, 885-897. <p>Come to class prepared to discuss your assignment in a small group:</p> <ul style="list-style-type: none"> • In roughly 10 minutes, 	<p>Assignment #3 Due by 10 pm on Tuesday, February 26</p> <p>Please post via Moodle and bring 1 copy to class for Instructor</p>

			<ul style="list-style-type: none"> - Present your conceptual model - Explain how your conceptual model informed different program or policy components - Describe how your program or policy could be evaluated, both in terms of process and observed impacts on health behaviors and outcomes. <ul style="list-style-type: none"> • Respond to comments and questions from classmates • Solicit ideas from classmates <p>Come to class prepared for large group discussion:</p> <ul style="list-style-type: none"> • How can theory, conceptual frameworks, and conceptual models inform the content of a prevention program or policy, and what is measured to evaluate the impact of the program or policy? • How can planning a process evaluation improve the content and implementation of a prevention program or policy? 	
7	March 6	<ul style="list-style-type: none"> • Community engagement • Community-based participatory research (CBPR) • Community coalitions 	<p>Required Readings</p> <ul style="list-style-type: none"> • South, J., & Phillips, G. (2014). Evaluating community engagement as part of the public health system. <i>Journal of Epidemiology and Community Health</i>, 68, 692-696. • Wallerstein, N., & Duran, B. (2010). Community-based participatory research contributions to intervention research: The intersection of science and practice to improve health equity. <i>American Journal of Public Health</i>, 100, S40-S46. • Korn, A. R., Hennessy, E., Tovar, A., Finn, C., Hammond, R. A., & Economos, C. D. (2018). Engaging coalitions in community-based childhood obesity prevention interventions; A mixed methods assessment. <i>Childhood Obesity</i>, 14 (8), 537-552. <p>Come to class prepared for large group discussion:</p> <ul style="list-style-type: none"> • To what degree should community engagement and participation be a part of different prevention strategies? What should community engagement and participation look like? • To what extent should cultural relevance be considered in the design of different prevention strategies? How can cultural relevance best be considered? <p>What is due for Final Project Idea on Tuesday?</p> <ul style="list-style-type: none"> • Option 1: Include (a) a draft of your conceptual model, (b) your rationale for the model and corresponding program of research, and (c) an outline of manuscript headers and sub-headers • Option 2: Include (a) a draft of your conceptual model, (b) proposed prevention or intervention program or policy components, and (c) hypotheses about what would happen if your program was implemented 	<p>Final Project Idea Due by 10 pm on Tuesday, March 5</p> <p>Please bring 1 copy to class for instructor and also indicate free times to meet next week.</p>

8	March 13	<ul style="list-style-type: none"> Individual meetings with instructor 	<ul style="list-style-type: none"> Come to class only if you have a scheduled meeting with instructor <ul style="list-style-type: none"> Up to 4 meetings will be held during class time Other meetings will be held by appointment at WBOB 	
	March 20	NO CLASS HAPPY SPRING BREAK		
9	March 27	<ul style="list-style-type: none"> Student presentations and discussion 	<ul style="list-style-type: none"> TBD (Readings and study guides posted to Moodle by two classmates one week prior to class) What is due for peer review on Tuesday? <i>Project Option 1:</i> <ul style="list-style-type: none"> Title page Abstract (placeholder for now) Section 1 b, described on page 3 of syllabus Section 1 c, described on page 3 of syllabus <i>Outline planned headers and sub-headers</i> <i>Include draft literature review for 1/3 of content</i> Section 1 d, described on page 4 of syllabus (placeholder for now, <i>Proposed Agenda for Research</i>) References (add references for any citations in document) Figure <i>Project Option 2:</i> <ul style="list-style-type: none"> Title page Specific aims Outline planned headers and sub-headers for Sections 2c-i on pages 4-5 of syllabus References (add references for any citations in specific aims) Figure 	1st draft of manuscript due to peers by 10:00 pm on Tuesday, March 26
10	April 3	<ul style="list-style-type: none"> Student presentations and discussion 	<ul style="list-style-type: none"> TBD (Readings and study guides posted to Moodle by two classmates one week prior to class) 	1st set of peer reviews due by 10:00 pm on Tuesday, April 2
11	April 10	<ul style="list-style-type: none"> Student presentations and discussion 	<ul style="list-style-type: none"> TBD (Readings and study guides posted to Moodle by two classmates one week prior to class) What is due for peer review on Tuesday? <i>Project Option 1:</i> <ul style="list-style-type: none"> Revision of previous material Section 1 c, described on page 3 of syllabus 	2nd draft of manuscript due to peers by 10:00 pm on Tuesday, April 9

			<p><i>Include draft literature review for additional 1/3 of content (If feeling ambitious, draft literature review for all remaining content)</i></p> <ul style="list-style-type: none"> - References (add references for any citations in document) • <i>Project Option 2:</i> <ul style="list-style-type: none"> - Revision of previous material - Section 2 c, described on page 4 of syllabus - Sections 2 d, e, and h, described on pages 4-5 of syllabus - References (add references for any citations in document) 	
12	April 17	<ul style="list-style-type: none"> • Student presentations and discussion 	<ul style="list-style-type: none"> • TBD (Readings and study guides posted to Moodle by two classmates one week prior to class) 	2nd set of peer reviews due by 10:00 pm on Tuesday, April 16
13	April 24	<ul style="list-style-type: none"> • Student presentations and discussion 	<ul style="list-style-type: none"> • TBD (Readings and study guides sent by two classmates one week prior to class) What is due for peer review on Tuesday? • <i>Project Option 1:</i> <ul style="list-style-type: none"> - Revision of previous material - Section 1 c, described on page 3 of syllabus - <i>Include draft literature review for final 1/3 of content</i> - Section 1 d, described on page 4 of syllabus - References (add references for any citations in document) - Abstract • <i>Project Option 2:</i> <ul style="list-style-type: none"> - Revision of previous material - Sections 2 f, g, and i, described on page 5 of syllabus - References (add references for any citations in document) 	3rd draft of manuscript due to peers by 10:00 pm on Tuesday, April 23
14	May 1	<ul style="list-style-type: none"> • Reflections on course, PhD program, and possible career trajectories 	<ul style="list-style-type: none"> • No assigned readings 	3rd set of peer reviews due by 10:00 pm on Tuesday, April 30
FINAL PROJECT due Tuesday, May 7 via Moodle by 10:00 pm				
<p>All assignments, including developing work and peer feedback, should be posted to Moodle. Please bring hard copies of Assignments 1-3 to class for Dr. Brady's written feedback.</p>				

SPH AND UNIVERSITY POLICIES & RESOURCES

The School of Public Health maintains up-to-date information about resources available to students, as well as formal course policies, on our website at www.sph.umn.edu/student-policies/. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available.

The University of Minnesota has official policies, including but not limited to the following:

- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

Resources available for students include:

- Confidential mental health services
- Disability accommodations
- Housing and financial instability resources
- Technology help
- Academic support

EVALUATION & GRADING

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

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

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

% In Class	Grade	GPA
94 - 100%	A	4.000
90 ≤ 94%	A-	3.667
88 ≤ 90%	B+	3.333
84 ≤ 88%	B	3.000
80 ≤ 84%	B-	2.667
78 ≤ 80%	C+	2.333
74 ≤ 78%	C	2.000
70 ≤ 74%	C-	1.667
68 ≤ 70%	D+	1.333
64 ≤ 68%	D	1.000
< 64%	F	

- A = achievement that is outstanding relative to the level necessary to meet course requirements.
- B = achievement that is significantly above the level necessary to meet course requirements.
- C = achievement that meets the course requirements in every respect.
- D = achievement that is worthy of credit even though it fails to meet fully the course requirements.
- F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).
- S = achievement that is satisfactory, which is equivalent to a C- or better
- N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Evaluation/Grading Policy	Evaluation/Grading Policy Description
Scholastic Dishonesty, Plagiarism, Cheating, etc.	<p>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 (As defined in the Student Conduct Code). For additional information, please see https://z.umn.edu/dishonesty</p> <p>The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: https://z.umn.edu/integrity.</p> <p>If you have additional questions, please clarify with your instructor. 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.</p> <p>Indiana University offers a clear description of plagiarism and an online quiz to check your understanding (http://z.umn.edu/iuplagiarism).</p>
Late Assignments	<p>Late assignments will not be accepted without prior arrangement, except in the most extreme circumstances. 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.</p>
Attendance Requirements	<p>If you anticipate any difficulty attending a class, arrangements must be made with the instructor in advance of the class and/or due date. Absences of more than one class may lead to a lower course grade.</p>