



EMORY

ROLLINS  
SCHOOL OF  
PUBLIC  
HEALTH

**DEPARTMENT:** Behavioral, Social, & Health Education Sciences

**COURSE NUMBER:** 500

**SECTION NUMBER:** 1

**CREDIT HOURS:** 2

**SEMESTER:** spring 2021

**COURSE TITLE:** Behavioral and Social Sciences in Public Health

**CLASS HOURS AND LOCATION:** Online asynchronous

**INSTRUCTOR NAME:** Colin L. Talley, Ph.D

#### **INSTRUCTOR CONTACT INFORMATION**

EMAIL: [ctalle@emory.edu](mailto:ctalle@emory.edu)

PHONE: 404-727-4810

SCHOOL ADDRESS OR MAILBOX LOCATION: GCR 568

**OFFICE HOURS:** Wed 4-5 pm. Sign up 24 hours in advance on Canvas calendar

#### **Teaching Assistant(s):**

Shacoria Anderson	<a href="mailto:shacoria.anderson@emory.edu">shacoria.anderson@emory.edu</a>
Gretchen Baas	<a href="mailto:gretchen.a.baas@emory.edu">gretchen.a.baas@emory.edu</a>
Priya Bhupalam	<a href="mailto:sivapriya.bhupalam@emory.edu">sivapriya.bhupalam@emory.edu</a>
Shivani Chandramohan	<a href="mailto:shivani.chandramohan@emory.edu">shivani.chandramohan@emory.edu</a>
Marilyn Werner	<a href="mailto:marilyn.werner@emory.edu">marilyn.werner@emory.edu</a>

Teaching Assistants are assigned to you by last name. Contact the T.A. corresponding to the beginning letters of your last name as indicated below.

Anderson	A - F
Baas	G - K
Bhupalam	L - O
Chandramohan	P... - Tal...
Werner	Tan... - Z

#### **COURSE DESCRIPTION**

Provides the student with basic knowledge about the behavioral sciences as they are applied to public health. Content includes an overview of each discipline and current issues for students who are not enrolled in the BSHE MPH Program.

#### **MPH /MSPH/PHD FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE LEARNING OBJECTIVES**

- Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
- Explain behavioral and psychological factors that affect a population's health

#### **MPH/MSPH FOUNDATIONAL COMPETENCIES:**

- Select qualitative data collection methods appropriate for a given public health context
- Analyze qualitative data using biostatistics, informatics, computer-based programming and software as appropriate
- Select methods to evaluate public health programs
- Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
- Assess population needs, assets and capacities that affect communities' health

#### **LEARNING OBJECTIVES ASSOCIATED WITH THE COMPETENCIES**

*By the end of the semester, students should be able to:*

1. Identify how behavioral, social and cultural factors contribute to the health and well-being of individuals, communities and populations.
2. Describe behavioral and social science theories and approaches used in public health at the individual, interpersonal, community, social structural, and policy levels.
3. Describe and evaluate the social ecological framework used in behavioral and social science research in public health
4. Evaluate the effectiveness of health promotion interventions.
5. Identify current issues and significant debates in the field.
6. Describe research on the effect of social conditions such as class, race, gender, sexuality and other social factors on health.

#### **EVALUATION**

<b>Assignment</b>	<b>% of grade</b>	<b>Due Date</b>
1. You choose 3 weeks/modules from the weeks that are NOT required. Required weeks/modules listed below	30% (10% each)	Friday of the week you choose
2. <b>Required</b> Week 5 Module Exercise	10%	Friday of WEEK 5
3. Midterm exam	15%	Friday of WEEK 7
4. <b>Required</b> Week 8 Module Exercise	10%	Friday of WEEK 8
5. <b>Required</b> Week 9 Module Exercise	10%	Friday of WEEK 9
6. <b>Required</b> Week 11 Module Exercise	10%	Friday of WEEK 11
7. Final exam	15%	Friday of WEEK 14

Possible letter grades are A, A-, B+, B, B-, C, F. RSPH does not have C+ or C- as a grade option. A (100-94), A- (93.9-90), B+ (89.9-87), B (86.9-83), B- (82.9-80), C (79.9-70), F (69.9-0)

## COURSE STRUCTURE

A course grade will be based on two exams and individual exercises and one paired exercise. Students will complete individual exercises and one paired exercise that focus on the readings, lectures, and film segments. These exercises are intended to engage students in a public health problem related to course competencies and teaching objectives. Four weeks/modules of the exercises are required to meet CEPH competencies. You must complete the assignments for these four weeks and students must complete these exercises individually. Students must complete exercises in at least three more class sessions. You choose which three weeks/modules of exercises that you want to do. Altogether, these 7 exercises count for 70% of the course grade or 10 points per class session/module. If we do more than one exercise in a class/module the total number of points gained will be 10 points for that day. The midterm will be worth 15% of the final grade and the final exam will be worth 15% of the final grade. Exam question may come from the **required** readings, lectures, and film segments.

### Individual Exercises

**All individual exercises should be completed by each student on their own. The only exceptions are the exercises in which students interview one another.**

**The RSPH Honor Code states:** RSPH requires that all material submitted by a student fulfilling his or her academic course of study must be the original work of the student. Violations of academic honor include any action by a student indicating dishonesty or a lack of integrity in academic ethics. Academic dishonesty refers to cheating, plagiarizing, assisting other students without authorization, lying, tampering, or stealing in performing any academic work, and will not be tolerated under any circumstances. Plagiarism is the act of presenting as one's own work the expression, words, or ideas of another person whether published or unpublished (including the work of another student). A writer's work should be regarded as his/her own property."

### Alignment of Competencies and Assessments

1. Assess population needs, assets and capacities that affect communities' health (must be done in pairs)

Week 5

**Students interview each other in a structured, paired activity to conduct an initial needs assessment for a community in which they live or work.**

2. Select methods to evaluate public health programs (includes an individual assessment)

Week 5

**Students evaluate a program event individually using a program evaluation worksheet. They choose to evaluate “The Good Guise Alliance” or a “Symposium and Film Showing Designed to Stop Modern Slavery.”**

3. Select qualitative data collection methods appropriate for a given health context (includes an individual assessment)

Week 8

**Students choose and describe qualitative data methods appropriate for a study of young men’s sexual health or a study of the health needs of refugee women.**

4. Analyze qualitative data using software as appropriate. (includes an individual assessment)

Week 9

**Students thematically code an interview transcript using Word software with reference to specific health topics such as bullying or barriers and facilitators for healthcare providers in discussing end-of-life plans with individuals with terminal illnesses.**

5. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels. (includes an individual assessment)

Week 11

**Students discuss, describe, and record their responses to the following questions: 1. What are the means by which structural bias, social inequities, and racism undermine health create challenges to achieving health equity at organizational, community, and societal levels? 2. What is the role of public health in addressing structural bias, social inequities, and racism to achieve health equity?**

## **COURSE POLICIES**

All readings are available through Canvas links to e-journals in the Emory library or in Canvas links to Course Reserves in the Emory library.

As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Equity and Inclusion, 404-727-9877.

## **RSPH POLICIES**

### **Accessibility and Accommodations**

Accessibility Services works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, you must contact the Office of Accessibility Services (OAS). It is the responsibility of the student to register with OAS. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

Students who registered with OAS and have a letter outlining their academic accommodations are strongly encouraged to coordinate a meeting time with me to discuss a protocol to implement the accommodations as needed throughout the semester. This meeting should occur as early in the semester as possible.

Contact Accessibility Services for more information at (404) 727-9877 or [accessibility@emory.edu](mailto:accessibility@emory.edu). Additional information is available at the OAS website at <http://equityandinclusion.emory.edu/access/students/index.html>

## Honor Code

**You are bound by Emory University's Student Honor and Conduct Code.** RSPH requires that all material submitted by a student fulfilling his or her academic course of study must be the original work of the student. Violations of academic honor include any action by a student indicating dishonesty or a lack of integrity in academic ethics. *Academic dishonesty refers to cheating, plagiarizing, assisting other students without authorization, lying, tampering, or stealing in performing any academic work, and will not be tolerated under any circumstances.*

The RSPH Honor Code states: "Plagiarism is the act of presenting as one's own work the expression, words, or ideas of another person whether published or unpublished (including the work of another student). A writer's work should be regarded as his/her own property."

([http://www.sph.emory.edu/cms/current\\_students/enrollment\\_services/honor\\_code.html](http://www.sph.emory.edu/cms/current_students/enrollment_services/honor_code.html))

## COURSE CALENDAR AND OUTLINE

**Please check the course Canvas website as the syllabus is subject to change. The latest syllabus on Canvas is the official one.**

Week	Date	Topic	Required Readings	Assignments
			Additional Resources	
1	Jan 29	Historical Perspectives, What is BSHE?	<b>No</b> required readings. 1. Fairchild, et al., 2010: p. 54-63.	No assignments
2	Feb 5	Social Ecological Frameworks and Approaches	1. Frieden, 2010: p. 590-595. 2. Crosby, Salazar, and DiClemente, 2019: Chapter 9** 1. Sallis and Owen, 2015: p. 43-64.**	Module exercises on Canvas (2A & 2B)
3	Feb 12	Individual Theories of Behavior Change	1. Edberg, 2015: p. 37-50.** 2. Donadiki, et al., 2014: p. 268-273. No additional resources.	Module exercises on Canvas (3A & 3B)
4	Feb 19	Social Cognitive Theory and Social Support	1. Kelder, Hoelscher, and Perry, 2015: p. 159-178.** No additional resources.	Module exercises on Canvas (4A & 4B)

5	Feb 26	Community Approaches I (Module Exercise Required)	<ol style="list-style-type: none"> <li>1. Corona, Gonzalez, Cohen, Edwards, &amp; Edmonds 2009: p. 195-201.</li> <li>2. Kreuter, Kegler, et al., 2012: p. 729-741.</li> </ol>	<b>Week 5 CEPH:</b> <ul style="list-style-type: none"> <li>• Assess population needs, assets and capacities that affect communities' health</li> <li>• Select methods to evaluate public health</li> <li>• <b>Required</b> Module exercises on Canvas (5A &amp; 5B)</li> </ul>
			No additional resources.	
6	Mar 5	Community Approaches II	<ol style="list-style-type: none"> <li>1. Choy, et al., 2016: p. 638-647.</li> <li>2. Kennedy, Pettigrew, Komro, &amp; Wagener: pp. 1-12.</li> </ol>	Module exercises on Canvas (6A & 6B)
			No additional resources.	
7	Mar 12	MIDTERM		
8	Mar 19	Qualitative Analysis I (Module Exercise Required)	<ol style="list-style-type: none"> <li>1. Singer, Stopka, Siano, et al, 2000: p. 1049-1056.</li> </ol>	<b>Week 8 CEPH:</b> <ul style="list-style-type: none"> <li>• Select qualitative data collection methods appropriate for a given health context.</li> <li>• <b>Required</b> Module exercises on Canvas (8A &amp; 8B)</li> </ul>
			No additional resources.	
9	Mar 26	Qualitative Analysis II (Module Exercise Required)	<ol style="list-style-type: none"> <li>1. Goldenberg, Finneran, Andes &amp; Stephenson, 2015: p. 607-622.</li> </ol>	<b>Week 9 CEPH:</b> <ul style="list-style-type: none"> <li>• Analyze qualitative data using software as appropriate.</li> </ul>
			<ol style="list-style-type: none"> <li>1. Cooper, Clark, Barham, Embry, Caruso &amp; Comfort, 2014: p. 176-188.</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Required</b> Module exercises on Canvas 9A &amp; 9B</li> </ul>

10	Apr 2	Social Marketing, Media Studies, Mass Communication	1. Puhl, Peterson, and Luedicke, 2012: p. 1-9. 2. Grier and Bryant, 2005: p. 319-339.	Module exercises on Canvas (10A & 10B)
			1. Storey, Hess, & Saffitz, 2015: p. 411-434.**	
11	Apr 9	SES, Racism and Health Equity (Module Exercise Required)	1. Marmot, 2003: p. s9-s23. 2. Williams, Mohammed, 2013: p. 1152-1173.	<b>Week 11 CEPH:</b> <ul style="list-style-type: none"> <li>Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.</li> <li><b>Required</b> Module exercises on Canvas (11)</li> </ul>
			No additional resources.	
12	BREAK FOR WEEK		NONE	NONE
13	Apr 23	Gender and Sexuality and Health Equity	1. Dunkle & Decker, 2012: p. 1-7. 2. Parker, 2007: p. 972-973.	Module exercise on Canvas (13)
			No additional resources.	
14	Apr 30	FINAL EXAM		

List of Readings noted above by week. This list includes **required** readings from which exam questions may come (noted above) and suggestions for further reading if you want to learn more about a topic.

(REQUIRED IN RED)

WEEK 1

(NOT REQUIRED) Amy L. Fairchild, et al., "The Exodus of Public Health: What History Can Tell Us about the Future," *American Journal Public Health* 100(1) (2010): 54-63.

## WEEK 2

Richard A. Crosby, Laura F. Salazar, and Ralph J. DiClemente, "Chapter 9: Ecological and Structural Approaches to Improving Public Health," in editors Ralph J. DiClemente, Laura F. Salazar, and Richard A. Crosby, *Health Behavior Theory for Public Health* (Jones & Bartlett Learning: Burlington, MA 2019), 160-179. **IN COURSE RESERVES**

Thomas R. Frieden, "A Framework for Public Health Action: The Health Impact Pyramid," *American Journal of Public Health* 100(4) (2010): 590-595.

(Not Required) James F. Sallis and Neville Owen, "Ecological Models of Health Behavior," in *Health Behavior: Theory, Research, and Practice*, ed. K. Glanz, B.K. Rimer, and K. Viswanath (San Francisco, CA: Jossey-Bass, 2015), 43-64. **AN E-BOOK IN LIBRARY and in COURSE RESERVES**

## WEEK 3

Mark Edberg, "Individual Health Behavior Theories," in *Essentials of Health Behavior: Social and Behavioral Theory in Public Health* (Burlington, MA: Jones & Bartlett, 2015), 37-50. **IN COURSE RESERVES**

E.M. Donadiki, et al., "Health Belief Model applied to non-compliance with HPV vaccine among female university students," *Public Health* 128 (2014): 268-273.

## WEEK 4

Steven H. Kelder Deanna Hoelscher, and Cheryl L. Perry, "How Individuals, Environments, and Health Behaviors Interact: Social Cognitive Theory," in *Health Behavior: Theory, Research, and Practice* ed. K. Glanz, et al., (San Francisco, CA: Jossey-Bass, 2015), 159-178. **In course reserves. Also an e-book in the library.**

## WEEK 5

Corona, R., Gonzalez, T., Cohen, R. Edwards, C., & Edmonds, T. (2009). Richmond Latino Needs Assessment: A Community-University Partnership to Identify Health Concerns and Service Needs for Latino Youth. *J Community Health*. 34. 195-201.

Kreuter, Kegler, et al., "The Impact of implementing selected CBPR strategies to address disparities in urban Atlanta: a retrospective study," *Health Education Research* 27(4) (2012): 729-741.

## WEEK 6

Lehua B. Choy, et al., "Examining the role of a community coalition in facilitating policy and environmental changes to promote physical activity: the case of Get Fit Kaua'i," *Translational Behavioral Medicine* 6 (2016): 638-647.

Kathleen Kennedy, Dallas Pettigrew, Kelli Komro, Alexander Wagener, "Communities Mobilizing for Change on Alcohol: a Guide for Implementation" pp. 1-12.



## WEEK 8

Singer M, Stopka T, Siano C, et al: The social geography of AIDS and hepatitis risk: qualitative approaches for assessing local differences in sterile-syringe access among injection drug users. *American Journal of Public Health* 90 (7):1049-1056, 2000.

## WEEK 9

Tamar Goldenberg, Catherine Finneran, Karen L. Andes & Rob Stephenson, “‘Sometimes people let love conquer them’: how love, intimacy, and trust in relationships between men who have sex with men influence perceptions of sexual risk and decision-making,” *Culture, Health, Sexuality* 17 (2015): 607-622.

(NOT REQUIRED) Hannah LF Cooper, Clair Ducharme Clark, Terrika Barham, Venita Embry, Bethany Caruso & Megan Comfort, “‘He Was the Story of My Drug Use Life’: A Longitudinal Qualitative Study of the Impact of Partner Incarceration on Substance Misuse Patterns Among African American Women,” *Substance Use & Misuse* 49 (2014): 176-188.

## WEEK 10

R Puhl, JL Peterson, and J Luedicke, “Fighting Obesity or obese persons? Public perceptions of obesity-related health messages,” *International Journal of Obesity* (2012): 1-9.

Sonya Grier and Carol A. Bryant, “Social Marketing in Public Health,” *Annual Review Public Health* 26 (2005): 319-339.

(NOT REQUIRED) J. Douglas Storey, Ronald Hess, Gary Saffitz, “Social Marketing,” in *Health Behavior: Theory, Research, and Practice*, ed. K. Glanz, B.K. Rimer, and K. Viswanath (San Francisco, CA: Jossey-Bass, 2015), 411-434. **AN E-BOOK IN LIBRARY.**

## WEEK 11

Michael Marmot, “Understanding Social Inequalities in Health,” *Perspectives in Biology and Medicine*, 46(Supplement) (2003): s9-s23.

Williams, D.R., Mohammed, S.A. 2013. “Racism and Health I: Pathways and Scientific Evidence.” *American Behavioral Scientist* 57(8) 1152–1173.

## WEEK 13

Dunkle, K. & Decker, M. (2012) Gender-Based Violence and HIV: Reviewing the Evidence for Links and Causal Pathways in the General Population and High-risk Groups. *American Journal of Reproductive Immunology*, pp. 1-7.

Richard G. Parker, “Sexuality, Health, and Human rights,” *American Journal of Public Health* 97 (6) (June 2007): 972-973.

(NOT REQUIRED) Diaz, R.M., et al. (2001). “The impact of homophobia, poverty, and racism on the mental health of gay and bisexual Latino men: Findings from 3 US cities.” *AJPH*, 91, 927-932.