Course Days and Times: Lecture: Monday, 10:15 – 11:30 am  
Discussion Section A: Monday, 5:00 – 6:45 pm  
Discussion Section B: Wednesday, 9:00 – 10:45 am

Course Location: HSLC 1345 (Lecture)  
CSC G5/152 (Discussions)

Instructors: Dr. Ana P. Martinez-Donate  
610 Walnut St., 605 WARF  
Madison, WI 53726 – 2397  
Phone: (608) 261 1380  
Fax: (608) 263 2820  
martinezdona@wisc.edu  
Dr. Sue Riesch  
600 Highland Ave, Room H6/238 CSC  
Madison, WI 53792  
Phone: (608) 263-5169  
Fax: (608) 263 5332  
skriesch@facstaff.wisc.edu

Office Hours: By appointment.  
After class or by appointment

Teacher Assistant Tiffini Diage  
tdiage@raechelon.com

Course Description: This course will focus on the contribution of social and behavioral sciences to the understanding of the distribution, etiology, and solution of public health problems. The theoretical underpinnings of the most relevant explanation, planning, change, and evaluation theories will be reviewed in depth and illustrated with examples of the application of these models to health promotion and disease prevention with individuals, groups and communities.

Course Objectives: At the conclusion of the course students will be able to:

1. Understand the role of social and behavioral factors as major determinants of morbidity and mortality.
2. Recognize the role of social and behavioral interventions to reduce public health problems and improve the health of individuals and populations.
3. Identify the principles and concepts of health behavior theories and models that are used in public health research and practice.
4. Apply these theories and models to the analysis of public health problems and the design and evaluation of interventions to reduce these problems.
5. Identify steps and procedures of planning social and behavioral interventions and policies.
6. Compare and contrast different health behavior models/theories and critically evaluate their empirical support, strengths and weaknesses.
7. Know the ethical principles that apply to health program planning, implementation, and evaluation.
8. Identify multiple targets and levels of intervention for social and behavioral interventions: individual, family, social networks, school, workplace, and other organizations, community, policy, built environment, and culture.

9. Understand the concept of “evidence-based” public health, be able to identify sources of evidence-based interventions, and use an evidence-base approach to develop and evaluate interventions.

10. Identify key stakeholders for the planning, implementation, and evaluation of health promotion programs.

**Required Text and Materials:**


3) Additional readings will be posted on Learn@UW.

**Grades:** Course grades will be assigned based on each individual's absolute percentage score; grades will not be "curved". Grades will be based on the following percentages earned throughout the semester:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>AB</td>
<td>87-92</td>
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<tr>
<td>B</td>
<td>80-86</td>
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<tr>
<td>BC</td>
<td>73-79</td>
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<td>C</td>
<td>65-72</td>
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<td>D</td>
<td>58-64</td>
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<td>F</td>
<td>&lt;58</td>
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**Incomplete:** Medical emergencies verified by practicing clinicians and limited other emergencies are the basis for an incomplete. Failure to complete assignments on time will result in the loss of 5 points for every 24 hour delay. **Attendance** is not required. However, participation in the discussions counts towards the final grade and less attendance implies less participation. One or two missed classes throughout the course should be fine. More than that could start to have an impact on the participation grade. Missing class on days when a student is scheduled to lead the discussion or present their work will equal to not completing the assignment. No make-up presentations or discussions will be scheduled without an approved emergency leave.

**GRADED MATERIAL**

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Presentation on social/behavioral theory/model</td>
<td>30%</td>
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<tr>
<td>Proposal on social/behavioral intervention</td>
<td>40%</td>
</tr>
<tr>
<td>Paper discussion</td>
<td>15%</td>
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<tr>
<td>Participation in class discussions</td>
<td>15%</td>
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</table>

**Presentation (30% of grade):** Each student is expected to present an overview of one of the social and behavioral theories/models/frameworks covered in class and an example of the application of the selected
theory/model/framework to the analysis or prevention of a public health problem. Presentations will be conducted individually and should take no more than 15 minutes, followed by 5 minutes for questions from other students. The intent of the presentation is to expand upon the lecture information presented from the preceding Monday. Examples of presentations can be a “re-teaching” of the information, an example of how the theory can be applied, how to adapt the theory to various cultural settings or public health problems, and/or a discussion on some of the strengths and weaknesses of the model/theory. Be creative and have fun with this.

Students will sign up at the beginning of the course and select a date and theory for their presentation. Depending on the size of the class, a maximum number of students per theory and date will be allowed. Presentation dates and theories will be assigned on a “first come, first served basis”. Presentations will be scheduled to take place on the discussion sessions. Students are encouraged to use Powerpoint and other audiovisual media, if needed. Powerpoint presentations should be submitted to the dropbox at Learn@UW the day before the presentation is scheduled. More directions to prepare the presentation will be provided by the instructors in the first discussion sessions.

Written Proposal (40% of grade): Working in groups of 4-5, students must select a public health problem and a particular target population. Health problems must be related to one of the 11 health priorities listed by Healthiest Wisconsin 2010 (see pages 8 and 9 of Healthiest Wisconsin 2010 Executive Summary, available at http://dhs.wisconsin.gov/statehealthplan/shp-pdf/pph0275execsumm.pdf). Then, each group must develop a proposal that includes:

(a) a theory-based social and behavioral intervention to address the problem;
(b) the rationale for the proposed intervention, including:
   • an analysis of the magnitude and determinants of the problem among the target population, based on social and behavioral theory;
   • research evidence supporting the choice of the particular intervention approach proposed;
   • similarities and novel aspects of the proposed intervention with respect to previous interventions.
(c) a plan to evaluate the efficacy and effectiveness of the intervention, including study design, participants, measures, and procedures;
(d) a timeline of the proposed intervention and evaluation activities;
(e) strengths and weaknesses of the proposed intervention and evaluation plan.

It is expected that interventions proposed will have some level of resemblance to previous interventions. However, the intervention proposed must include some novel aspects not previously tested. Similarities and novel aspects should be made explicit in the paper. The evaluation plan must rely on rigorous, scientific methods so as to provide evidence regarding the effects of the intervention. The use of pre and post measures, control/comparison groups, and experimental or quasi-experimental methods is recommended. Likewise, it is suggested that the evaluation includes both outcomes and change mediators. More directions to prepare this proposal will be provided in class during the first discussion sessions and ongoing support for this project will be provided on an as-needed basis throughout every discussion sessions.

Paper should be written 20 pages (not including coverpage, abstract page, and references), double spaced, Times New Roman 12 font, 1” margins, APA reference style. Papers should be submitted to the dropbox at Learn@UW by midnight of Friday, May 8, 2009.

Paper discussion (15% of grade). Each student will be asked to serve as the discussion leader of a paper.
related to the topics addressed in the previous lecture. Articles will include essays, theoretical discussions, systematic reviews, and original research articles. Papers will be posted on Learn@UW by the instructors and will be required readings for all students. The discussant will summarize the paper and moderate a class discussion, calling for other students to share their views on the paper, posing discussion questions, and summarizing these views and responses at the end of the discussion. A summary of the discussant reflections, discussion questions, and student responses should be submitted to Learn@UW within 1 week of the discussion session. Students will be transparent about which of the course objectives their paper discussion meets. More instructions for this task will be given during the first discussion session.

Discussion participation (15% of grade). All students must read the discussion paper before the class and prepare some comments and critical reflections to be shared during the discussion session. All students will be encouraged to participate in the discussion and demonstrate evidence of critical thinking and in-depth understanding of the reading. Students will be graded based on their participation in the discussion and the quality of their comments.

POLICIES

Policy on Student Concerns/Complaints
Any student who has a concern or complaint specific to an experience in this course should first talk with the course professors. If the solution is still not satisfactory, the student should discuss the situation with the MPH Program Director or Associate Director in the Department of Population Health Sciences.

Policy on Academic Integrity
“Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions” (UWS 14.01). If you have any questions about the interpretation of this policy, please see the course professors.

Students with Disabilities or Special Needs
The McBurney Disability Resource Center, 263-6393, provides academic support services to students with disabilities. Students seeking accommodation should contact the center and request assistance as early as possible, preferably at least eight weeks prior to the date of anticipated need. It is the responsibility of students to inform faculty, in a timely manner, of their request for accommodation. Faculty, either directly or in coordination with McBurney, will work with students to identify and provide reasonable instructional accommodation.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE (HSLC 1345)</th>
<th>DISCUSSION A (CSC G5/152) Instructor: Dr. Riesch</th>
<th>DISCUSSION B (CSC G5/152) Instructor: Dr. Martinez-Donate</th>
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<tbody>
<tr>
<td>1</td>
<td>Mon, Jan/26 10:15 – 11:30 AM</td>
<td>Mon, Jan/26/08 5:00 – 6:45 PM</td>
<td>Wed, Jan/28 9 – 10:45 AM</td>
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<td><strong>Martinez-Donate and Riesch</strong>&lt;br&gt;Introductions&lt;br&gt;Review syllabus and assignments&lt;br&gt;Social and behavioral factors as determinants of health&lt;br&gt;Readings:&lt;br&gt;• <em>Mokdad</em> AH, Marks JS, Stroup DF, Gerberding JL. Actual causes of death in the United States, 2000. <em>JAMA</em>, 2004;291:1238-124&lt;br&gt;• <em>Schroeder</em> SA. We Can Do Better -- Improving the Health of the American People. <em>N Engl J Med</em>, 2007; 357(12):1221-1228</td>
<td><strong>Introductions</strong>&lt;br&gt;Q&amp;A on assignments&lt;br&gt;Scheduling of presentations and discussion leading&lt;br&gt;<strong>Class discussion:</strong> “Unnatural Causes” (Movie)&lt;br&gt;Discussion leader: Riesch / Martinez-Donate</td>
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<td>2</td>
<td>Mon, Feb/2 10:15 – 11:30 AM</td>
<td>Mon, Feb/2 5:00 – 6:45 PM</td>
<td>Wed, Feb/4 9 – 10:45 AM</td>
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<td><strong>Riesch</strong>&lt;br&gt;Of what use theory?&lt;br&gt;• Using social and behavioral theory to advance public health&lt;br&gt;Readings:&lt;br&gt;• From <em>GRV</em>: Chapters 1 &amp; 2&lt;br&gt;• From <em>NCI</em>: Part 1&lt;br&gt;• <em>Riesch</em> SK, Anderson LS, Krueger H. Parent-child communication processes: Preventing children’s health risk behavior. Journal for Specialists in Pediatric Nursing, 2006;11(1), 44-56.</td>
<td><strong>Class discussion:</strong> Abraido Lanza AF, Ambrister AN, Florez KR, Aguirre AN. Toward a theory-driven model of acculturation in public health research. AJPH 2006;96(8), 1342.&lt;br&gt;Discussion leader: TBD&lt;br&gt;<strong>Proposal writing.</strong></td>
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<tr>
<td>3</td>
<td>Mon, Feb/9 10:15 – 11:30 AM</td>
<td>Mon, Feb/9 5:00 – 6:45 PM</td>
<td>Wed, Feb/11 9 – 10:45 AM</td>
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<td><strong>Riesch</strong>&lt;br&gt;Individual Models of Health Behavior:&lt;br&gt;• The Health Belief Model&lt;br&gt;• The Transtheoretical Model and Stages of Change</td>
<td><strong>Student presentations.</strong>&lt;br&gt;<strong>Class discussion:</strong> Champion VL et al. Comparison of three interventions to increase mammography screening in low income African American women. <em>Cancer Detection and Prevention</em>, 2006;30(6), 535-544.</td>
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## Readings:
- From **GRV**: Chapters 3&5
- From **NCI**: Pages 13-16


Discussion leader: TBD.

**Proposal writing.**

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<td>9 – 10:45 AM</td>
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### Riesch

**Individual Models of Health Behavior (Cont’d):**
- The Theory of Reasoned Action and Planned Behavior
- The Precaution Adoption Process Model

Readings:
- From **GRV**: Chapters 4&6
- From **NCI**: Pages 16-19

**Student presentations.**


Discussion leader: TBD.

**Proposal writing.**

<table>
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<th>5</th>
<th>Mon, Feb/23</th>
<th>Mon, Feb/23</th>
<th>Wed, Feb/25</th>
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<td>10:15 – 11:30 AM</td>
<td>5:00 – 6:45 PM</td>
<td>9 – 10:45 AM</td>
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### Martinez-Donate

**A social ecological framework**

Readings:
- From **GRV**: Chapter 20
- From **NCI**: Pages 10-12

**Student presentations.**


Discussion leader: TBD.

**Proposal writing.**

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<thead>
<tr>
<th>6</th>
<th>Mon, March/2</th>
<th>Mon, March/2</th>
<th>Wed, March/4</th>
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<td>10:15 – 11:30 AM</td>
<td>5:00 – 6:45 PM</td>
<td>9 – 10:45 AM</td>
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### Martinez-Donate + Witt

**Interpersonal models (Cont’d)**

**Student presentations.**

**Class discussion:**
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
<th>Readings</th>
<th>Proposed Reading</th>
<th>Class Discussion</th>
<th>Proposal Writing</th>
</tr>
</thead>
</table>
| 7    | Mon, March/9 | 10:15 – 11:30 AM | **Martinez-Donate + Guest speaker**  
Interpersonal models of health behavior:  
- Social cognitive theory |  
Readings:  
- From **GRV**: Chapter 8  
- From **NCI**: Pages 19-22  
Discussion leader: TBD. | Proposal writing. |
| 8    | Mon, March/23 | 10:15 – 11:30 AM | **Martinez-Donate**  
Community models of health behavior:  
- Social marketing  
- Communication theory |  
Readings:  
- From **GRV**: Chapters 16 & 19  
- From **NCI**: Pages 29-33, Pages 36-39 | | Student presentations.  
Discussion leader: TBD. | Proposal writing. |
| 9    | Mon, March/30 | 10:15 – 11:30 AM | **Martinez-Donate**  
Community models (cont’d):  
- Diffusion of innovations |  
Readings:  
- From **GRV**: Chapter 14  
- From **NCI**: Pages 27-29  
- Dearing et al. A convergent diffusion and social marketing approach for disseminating proven approaches to physical activity promotion. AJPH, 2006,31(4S): s11-s23 | | Student presentations.  
Class discussion: Rabin et al. Methodological challenges in disseminating evidence based interventions to promote physical activity. AJPM, 2006, 31(4s):s24-s34.  
Discussion leader: TBD. | Proposal writing. |
| 10   | Mon, April/6 | 10:15 – 11:30 AM | **Martinez-Donate + Meinem**  
Community models (cont’d): | | | Student presentations.  
Class discussion: Wilson et al. Engaging
<table>
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<tr>
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<th>Notes</th>
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</table>
|     | • Community organizing  
|     | • Mobilizing organizations  
|     | • Building coalitions  
|     | Readings:  
|     | • From GRV: Chapters 13 & 15  
|     | • From NCI: Pages 22-27  
| Proposal writing. |
| 11 |  
| Mon, April/13  
10:15 – 11:30 AM | Mon, April/13  
5:00 – 6:45 PM | Wed, April/15  
9 – 10:45 AM |
| **Martinez-Donate + Guest Speaker**  
Community models (cont’d):  
• Natural helper models  
Readings:  
**Student presentations.**  
Discussion leader: TBD.  
**Proposal writing.** |
| 12 |  
| Mon, April/20  
10:15 – 11:30 AM | Mon, April/20  
5:00 – 6:45 PM | Wed, April/22  
9 – 10:45 AM |
| **Riesch**  
Evaluation and Planning Models:  
• The PRECEDE-PROCEED Model  
Readings:  
• From GRV: Chapter 18  
• From NCI: 39-47  
**Student presentations.**  
Discussion leader: TBD.  
**Proposal writing.** |
| 13 |  
| Mon, April/27  
10:15 – 11:30 AM | Mon, April/27  
5:00 – 6:45 PM | Wed, April/29  
9 – 10:45 AM |
| **Martinez-Donate**  
Evaluation and Planning Models (cont’d):  
• The RE-AIM Framework  
Readings:  
• From GRV: Chapter 21  
**Student presentations.**  
**Class discussion:** Glasgow & Emmons. How can we increase translation of research into practice? Annual Review of Public Health, 2007, 28, 413-433.  
Discussion leader: TBD.  
**Proposal writing.** |
| 14 |  
| Mon, May/4  
10:15 – 11:30 AM | Mon, May/4  
5:00 – 6:45 PM | Wed, May/6  
9 – 10:45 AM |
| **Martinez-Donate + Riesch**  
Ethics and sources:  
• Ethical principles  
• Sources of evidence based social and  
**Student presentations.**  
**Class discussion:** Tannahill. Beyond evidence—to ethics: a decision-making framework for health promotion, public health, and health improvement. Health Promot. Int.  
**Proposal writing.** |
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<tr>
<td>Readings:</td>
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<tr>
<td>• ASPH, Ethics in Public Health: Model Curriculum. Introduction to Modules 3 and 4.</td>
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<tr>
<td>• Optional: Modules 3 and 4.</td>
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