Course Description: This course will focus on social and behavioral sciences as applied to the understanding of the distribution, etiology, and solution of public health problems. The theoretical underpinnings and practical applications of the most relevant explanation, planning, change, and evaluation theories will be reviewed in depth. The course will be filled 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. 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.

Course Times (Locations):
Lecture: Monday, 3:30 – 5:00pm (HSLC 1335)
Discussion: Monday, 5:00 – 6:30 pm (HSLC 1220/1222)

Instructor: Ana P. Martinez-Donate, PhD
Assistant Professor
Dpt. Population Health Sciences
605 WARF
(608) 261 1380
martinezdona@wisc.edu

Office Hours: By appointment.

Teaching Assistant: Xiao Zhang
xzhang86@wisc.edu
Required Textbook:


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

Recommended Text and Materials:

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

Learn@UW: News, lecture slides, readings, and other course materials will be available on the course website at 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>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>AB</td>
<td>87-92</td>
</tr>
<tr>
<td>B</td>
<td>80-86</td>
</tr>
<tr>
<td>BC</td>
<td>73-79</td>
</tr>
<tr>
<td>C</td>
<td>65-72</td>
</tr>
<tr>
<td>D</td>
<td>58-64</td>
</tr>
<tr>
<td>F</td>
<td>&lt;58</td>
</tr>
</tbody>
</table>

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. Missing class on days when a student is scheduled for a group presentation will equal to not completing the assignment. No make-up presentations will be scheduled without an approved emergency leave.

GRADED MATERIAL

Group presentation on social/behavioral approach to a public health problem 40%
Individual grant proposal of a social/behavioral intervention 50%
Discussion papers 10%

Group presentation (40% of grade): The intent of the group presentation is to illustrate the application of social and behavioral theories and models to an existing public health problem, provide an analysis of how well (or not) different theories and models seem to work at different levels of intervention, critically reflect on the strengths and weaknesses of the theories and models, and suggest future directions regarding the use of the models in addressing the public health problem including suggestions for research and applied settings. Detailed instructions for this assignment will be posted at Learn@UW.

Grant Proposal (50% of grade): The intent of the grant proposal assignment is to demonstrate understanding of how social and behavioral factors that are determinants of morbidity and mortality can be addressed by existing or adapted theory and evidence based interventions to improve the health or individuals, groups, or populations. Furthermore, this assignment is intended to offer students an opportunity to practice and acquire grant proposal writing skills. A process of proposal development will illustrate the steps and procedures to plan, implement, and evaluate interventions. Detailed instructions for
this assignment will be posted at Learn@UW.

**Discussion Notes (10% of the grade).** Working in groups of 4-6, students will use the first half of the discussion session to share, compare, and contrast their thoughts about the discussion questions for that week. They will jot down notes reflecting the group’s views on each question and prepare to share these views with the rest of the class during the open discussion part of the class. Groups will submit their discussion notes through the appropriate Dropbox on Learn@UW within 24 hours of the end of the discussion session.

Note: On dates when student presentations are scheduled, there will be no time for group discussion and the entire class will hold an open discussion. On these days, no discussion notes need to be submitted.

**Policies**

**Attendance and Participation Policy**
Attendance and participation is strongly encouraged in both the lecture and discussion sessions. Out of respect for guest lecturers, students are especially encouraged to attend class the days when guest lectures are scheduled. If you are unable to attend class on any given week, please, let notify the TA on your planned absence as soon as become aware of it.

**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>DATE</th>
<th>LECTURE (3:30 pm, CSC K6/120)</th>
<th>DISCUSSION (5:00 pm, HSRC 1220/1222)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/23</td>
<td>Introduction to course</td>
<td>Martinez-Donate</td>
</tr>
<tr>
<td></td>
<td>• Review syllabus and assignments</td>
<td>Edgar</td>
</tr>
<tr>
<td></td>
<td>• Social and behavioral sciences in public health research &amp; practice</td>
<td>Discussion based on documentary “Unnatural causes of health”</td>
</tr>
<tr>
<td></td>
<td>Readings:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• From SMW: Chapter 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• From Coreil: Chapter 3</td>
<td></td>
</tr>
<tr>
<td>1/30</td>
<td>A social ecological perspective on public health</td>
<td>Martinez-Donate</td>
</tr>
<tr>
<td></td>
<td>Readings:</td>
<td>Edgar</td>
</tr>
<tr>
<td></td>
<td>• From SMW: Chapter 2</td>
<td>Class discussion based on readings:</td>
</tr>
<tr>
<td>2/06</td>
<td>Special Topics: Cognitive, Contextual, and Cultural Influences on HPV Vaccine Acceptance</td>
<td>Martinez-Donate</td>
</tr>
<tr>
<td></td>
<td>Julia Lechuga</td>
<td>Lechuga</td>
</tr>
<tr>
<td></td>
<td>Readings:</td>
<td>Class discussion based on readings:</td>
</tr>
<tr>
<td></td>
<td>• Dempsey &amp; Patel. HPV vaccine acceptance and expected impacts in the U.S.: Where are we now? Hum Vaccin 2010;6(9):715-720.</td>
<td>Edgar</td>
</tr>
</tbody>
</table>
2/13 **Cognitive Theories of Motivation & Behavior:**
- Health Belief Model
- Theory of Reasoned Action and Planned Behavior
- Information-Motivation-Behavioral Skills Model

**Readings:**
- From SMW: Chapter 4
- Ackerson & Preston. A decision theory perspective on why women do or do not decide to have cancer screening: systematic review. JAN 2009; 65(6):1130-1140.

**Martinez-Donate Edgar**

**Class discussion based on readings:**

2/20 **Motivational Interviewing and Stage Models**

**Scott Caldwell**

**Readings:**
- From SMW: Chapters 9 & 10

**Martinez-Donate Caldwell**

**Class discussion based on readings:**

2/27 **Interpersonal models of health behavior:**
- Social cognitive theory
- Social influence theory

**Readings:**
- From SMW: Chapters 5 & 6
- From Coreil: Chapter 6.

**Martinez-Donate Lechuga**

**Class discussion based on readings:**
- McFerran et al. I’ll have what she’s having: effects of social influence and body type on the food choices of others. JCR 2010;36(6):915-929.
- Hruschka et al. Shared social norms and their explanation for the social clustering of obesity. AJPH 2011;101(S1):S295-S300.
### 3/05

#### Social marketing and health communication

**Readings:**
- From SMW: Chapter 11

#### Discussion based on readings:
- Stephens et al. Dogs are talking: San Francisco’s social marketing campaign to increase syphilis screening. STD 2010;37(3):173-176.

---

### 3/12

#### Participatory Photo Mapping and other community-based participatory research methods

**Suzanne Gaulocher, PhD**

**Readings:**

#### Discussion based on readings:

---

### 3/19

#### Natural helper models

**Readings:**

#### Discussion based on readings:
### Evaluation and Planning Models (I):

- The PRECEDE-PROCEED Model
- The MATCH MODEL

#### Readings:

- From SMW: Chapters 13
- Bartholmew & Mullen. Five roles for using theory and evidence in the design and testing of behavior change interventions. JPHD 2011;71(s1):s20-s33.

### SPRING BREAK

#### 4/09

**Special topics: Combating obesity in Wisconsin. The Social Ecological Model in Action.**

**Amy Meinen, MPH, RD, CD**

#### Readings:


### Martinez-Donate

#### Lechuga

**Class discussion based on readings:**


**Group presentations.**

### 4/16

**Community organizing, empowerment, and capacity building**

**Brian Christens, PhD**

#### Readings:

- From SMW: Chapter 12
- From DiClemente: Chapter 10

### Martinez-Donate

#### Christens

**Class discussion based on readings:**


**Group presentations.**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Details</th>
</tr>
</thead>
</table>
| 4/23  | Evaluation and Planning Models (II)                                  | - Diffusion of innovations  
- RE-AIM  
Readings:  
  - From SMW: Chapters 7 & 14  
  - Martinez-Donate Edgar  
Class discussion based on readings:  
Group presentations.  

| 4/30  | Special topics: Psychological determinants of health                 | Whitney Witt, PhD, MPH  
Readings:  
  - Martinez-Donate Witt  
Class discussion based on reading:  
TBD  
Group presentations |
| 5/7   | Special Topics: Engineering social networks to promote physical activity | Liza Rovniak  
Readings:  
  - TBD  
  - Martinez-Donate Rovniak  
Discussion based on readings:  
TBD  
Group presentations.  
Grant proposal due. |
COURSE GUEST LECTURERS AND DISCUSSION LEADERS

Scott Caldwell
SBIRT Program Coordinator
Bureau of Prevention Treatment and Recovery
State of Wisconsin Department of Health Services
Scott.Caldwell@wisconsin.gov

Brian Christens, PhD
Dpt. Of Interdisciplinary Studies
UW-Madison
bchristens@wisc.edu

Mark Edgar, PhD, MPH
Wisconsin Center for Public Health Education and Training (WiCPHET)
University of Wisconsin School of Medicine and Public Health
medgar@wisc.edu

Suzanne Gaulocher, PhD
WI Clearinghouse for Prevention Resources
University Health Services
UW-Madison
smgaulocher@uhs.wisc.edu

Julia Lechuga, PhD
Assistant Professor
Center for AIDS Intervention Research
Medical College of Wisconsin
jlechuga@mcw.edu

Amy Meinen, MPH, RD, CD
Wisconsin Department of Health Services
Nutrition, Physical Activity & Obesity Program
Nutrition Amy.meinen@wisconsin.gov

Liza Rovniak, PhD, MPH
Assistant Professor of Medicine and Public Health Sciences
Division of General Internal Medicine
Penn State College of Medicine
lrovniak@hmc.psu.edu

Whitney Witt, PhD, MPH
Dpt. Of Population Health Sciences
UW-Madison
wwitt@wisc.edu