Course:	Social and Behavioral Aspects of Public Health
Course number/CRN:	PUBH 5353/12955
Semester/year:	Fall 2020
Graduate credit hours:	3
Class location:	Online (synchronous)
Class meeting time:	Wednesday, 5 – 7:50pm FIRST CLASS Aug 26th
Class instructor:	Dr. Jeannie B. Concha, HSSN Rm 414, jeannie@utep.edu, phone 915-747-8303
Office Hours:	By appointment using Web Conferencing and Office Hours (Blackboard Collaborative Ultra or ZOOM) on Blackboard. You can locate it on the left hand menu of your course. Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open: • Office Hours: We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours are by appointment. You can email me if you need to set an appointment. I encourage you to feel comfortable with emailing me and in the Subject Line you can write APPOINTMENT NEEDED. • Email: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number. • Discussion Board: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response. • Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
Course description:	This Public Health core course examines social, behavioral, cultural, psychological, and economic factors that influence health and illness, and includes critical evaluation of social and behavioral science principles, theories, techniques, and research for the purpose of understanding and resolving complex problems in public health through public health intervention programs. The course emphasizes Hispanic, border, and multicultural communities.
Course pre-requisites:	Admission to the MPH or Graduate Certificate in Public Health Program
Required text:	Glanz, K., Rimer B., Viswanath K. Health Behavior: Theory, Research, and Practice 5th edition 2015 (Jossey-Bass)
Additional readings:	Supplemental readings will be provided on BlackBoard

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	Also, please use the Publication Manual of the American Psychological Association 7th edition to assist in your formatting of your papers. OR Use Purdue OWL online writing website. They have a good site on how to format using APA. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html
Course format:	Online synchronous Graduate seminar format focusing on discussion and lecture, enhanced student participation, critical analysis, data collection and analysis and papers/presentation. Classes emphasize intellectual leadership, professionalism, mastery, integration and critical analysis of concepts and theories. Class will meet weekly on ZOOM.
Technology requirements:	Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course. If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions. IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you! Technology Resources Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
COVID-19 Accommodations:	Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

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	(*classes with on-campus meetings*) Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.

ASSOCIATION OF SCHOOLS OF PUBLIC HEALTH (ASPH) CORE COMPETENCIES FRAMEWORK:
The ASPH defined core competencies for the MPH degree are organized in five core discipline domains including Evidence-based Approaches to Public Health; Public Health & Health Care Systems; Planning & Management to Promote Health; Policy in Public Health; Leadership; Communication; Inter-Professional Practice; Systems Thinking. ASPH also defined seven cross-domain competencies including communication and informatics; diversity and culture; leadership; professionalism; program planning; public health biology; and systems thinking. In addition, UTEP's MPH Program has defined an additional five core competencies in Hispanic and Border Health.

HOW THIS COURSE CONTRIBUTES TO CORE COMPETENCIES:
The textbook selected for this course was specifically designed and written by the author (Jeannine Coreil) to address the core competencies (10) in the

Social and Behavioral Sciences domain. In addition, three central chapters on the sociocultural context of health, health disparities and diversity directly address all of our program's ten core competencies in Hispanic and Border Health (listed below). The materials for this course were specially designed to promote the mastery of core competencies and theory through practice, repetition, application, discussion, critical analysis and integration of theories and concepts that inform the core competencies. Materials include weekly previews and summaries of the week's reading, weekly student presentations of core concepts, and a final paper with professional presentation that presents integration and critical analysis of public health theory and it's relevance to health disparities in the El Paso Border Region. Assignments for this course were specially designed to build six of seven cross-cutting competencies (excepting only public health biology) through assignments that require students to prepare weekly presentations of core concepts for classmates; lead high-level discussions and integration of reading assignments; critically evaluate intervention plans and illustrate systems thinking through applied examples.

Learning Objectives:	By the end of this course, the student will be able to: Profession & Science of Public Health 2. Identify the core functions of public health and the 10 Essential Services. 3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health 4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program 6. Explain the critical importance of evidence in advancing public health knowledge Factors Related to Human Health 9. Explain behavioral and psychological factors that affect a population's health

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	11. Explain how globalization affects global burdens of disease 12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)
Assessment strategies:	1. Assessment: Knowledge gained through weekly readings and student lead discussions on seminal social and behavioral readings and research articles. Students will also use an online survey design to collect and analyze data to become familiar various behavioral theoretical assessments. Application is assessed through weekly written critical review of assigned readings and class discussion of assigned readings. 2. Assessment: Knowledge gained through the completion of a Scientific Research Paper to describe how to assess constructs of public health theories. The paper's will use the American Psychological Association writing format or Journal formatting instructions. Application of this knowledge is the completion of identifying a questionnaire that assesses a specific public health theory, survey design, data collection and analysis. Results will be written as a descriptive statistical analysis. Application of this knowledge is also gained by presenting the process and findings to peers and the instructor.

MPH Program Competencies Addressed in Course	Learning Objectives	Assessment Strategies
Evidence-based Approaches to Public Health 2. Select quantitative and qualitative data collection methods appropriate for a given public health context	2,3	1,2
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	3,6	1,2
4. Interpret results of data analysis for public health research, policy or practice	3,4,6	1,2
Public Health & Health Care Systems		
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	9,11,12	1
Planning & Management to Promote Health		
11. Select methods to evaluate public health programs	2,3,6	1,2
Policy in Public Health		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	2,6,11,12	1
Communication		

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19. Communicate audience-appropriate public health content, both in writing and through oral presentation	3,9	1,2
20. Describe the importance of cultural competence in communicating public health content	3,9	1,2
Systems Thinking		
22. Apply systems thinking tools to a public health issue	6,11,12	1
UTEP MPH Hispanic and Border Health Concentration Competencies (5)		
1. State and discuss the current major communicable, non-communicable, and environmental public health threats in Hispanic and border communities.	4,9,11	1,2
2. State the basic principles of prevention and control of communicable and non-communicable disease; discuss how these principles can be modified to accommodate cultural values and practices in Hispanic and border communities.	4,9,11	1,2
3. Identify and access public health data on communicable and non-communicable disease in Hispanic and border communities (including vital stats and disease registries; health and nutrition surveillance data; census data; national surveys).	4,9,11	1,2
4. Identify, access and summarize the content of one or more current initiatives relevant to border health (e.g., Healthy Border 2020; US-Mexico Border Philanthropy Partnership; Paso Del Norte Regional Strategic Health Framework).	4,9,11,12	1,2

Grading scale	Grade Scale:
	    450 + = A (> 90%-exceptional graduate-level performance)
	    400 – 449 = B (80-89%-average graduate-level performance)
	    350 – 399 = C (70-79%-below average graduate-level performance)
	    300 – 349 = D (60-69%-unacceptable graduate-level performance)
	    250 – 299 = F (< 60%-very unacceptable graduate-level performance)	

Grading Components	1. Weekly Summary Reports = up to 200 points 2. Student led discussion = up to 20 points 3. Question Pro = up to 30 points 4. Group Project = up to 250 points **Total** **= up to 500 points**	

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	The grade of "I" (incomplete) is considered only in very rare circumstances involving fully documented emergencies, must be requested at least three weeks prior to the last class of the fall term, and is given at the discretion of the instructor.
Course Policies and Institutional Policies	
Attendance:	It is expected that all students enrolled in *PUBH 5353 Social and Behavioral Aspects of Public Health* to participate in all instructional activities. Online courses are no different from classroom courses in regards to attendance. Participation must be defined accordingly. Students "attendance" on online courses will be defined as active participation on the course as described in the course syllabus. Online courses will have, at minimum, weekly mechanism for student participation, which can be documented by any or all of the following methods: 1. Student participation in online course 2. Submission/completion of assignment and evaluations 3. Communication with the instructor Students who do not log on to the course within the drop/add period for the course will be dropped from the course. Students who fail to maintain an active participation in an online course as defined in the course syllabus will be processed in accordance with the university's current attendance policy.
Reading assignments:	Successful completion of homework assignments requires the completion and consideration of all assigned readings prior to class. Most students find that at least 4 days are required to adequately read all of the assigned material and prepare presentation of key concepts, probe questions and discussion topics.
Writing standards	Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Our MPH graduate program both recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from the UTEP Writing Center. It is free and they are very helpful. They will be available to assist online. https://www.utep.edu/uwc/ UTEP FALL 2020 availability for students The below options will be available to students beginning on August 24th. Option 1 is a Synchronous system through Blackboard Collaborate. Students will connect with the UWC, chat with a consultant, and use screen sharing to review their papers. Students must be present with their computer and a reliable internet connection to use this service. Option 2 is for students to email their papers to the UWC using an online form.

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	THERE IS A 72 HOUR TURNAROUND (not including weekends) for the email service.
Policy for late assignments	Due dates for unit papers (2) and the final project are designed for fairness to all students. No exceptions will be made except in cases of unexpected university-designated closures. No late submissions will be accepted.
Permission to record	Recording of lectures and discussion is not permitted.
Special accommodations:	If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 915.747.5148, cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, visit http://sa.utep.edu/cass/. CASS Staff are the only individuals who can validate and authorize accommodations for students with disabilities.
MPH handbook:	http://chs.utep.edu/publichealthsciences/pdf/MPH%20STUDENT%20%20HANDBOOK%202013-2014.pdf
STUDENT CONDUCT	ETHICAL CONDUCT IS A CENTRAL TENET AND GUIDING PRINCIPLE OF ALL ACTIVITIES, DECISIONS AND CRITICAL ANALYSES CARRIED OUT BY THE PUBLIC HEALTH PROFESSIONAL. For this reason, students in the Masters of Public Health Program at UTEP are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regent's Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs Office: "*It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.*" (http://studentaffairs.utep.edu/Default.aspx?tabid=4386) Examples of "cheating" include: • Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test;

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	• Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes"; • Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission; • Collaborating with or seeking aid from another student for an assignment without authority; • Substituting for another person, or permitting another person to substitute for one's self, to take a test; • Falsifying research data, laboratory reports, and/or other records or academic work offered for credit. "Plagiarism" means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material. "Collusion" means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.
Netiquette	As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action. o Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas. o Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated. o When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation. o Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

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WEEKLY PLAN (Subject to Change)

Dates	Topic	In-Class Activities	Assigned Readings & Homework and Preparation for Class
Week 1 **Aug 24 -** **Aug 28**	**Course Introduction** **What is Public Health?** **Careers in Public Health** **Review of Key Concepts (reading assignments)** **Choosing a theory and public health topic Healthy People 2030.**	**WEEK 1 – Aug 26ᵗʰ** - Review of Public Health and career options - Introductions of class members with presentation of career goal and research interest - Review of syllabus and discussion of assignments and papers; understanding "discussion" and "critical analysis" - Review expectations of 3 page summary paper **For group project (groups of 3-4)** - Review Healthy People 2030	***Week 2 Assigned Readings*** • Part 1 - Health Behavior: Theory, Research, And Practice. 5ᵗʰ ed. Glanz et al. (2015) • Chapter 1: The Scope of Health Behavior • Chapter 2: Theory, Research, and Practice in Health Behavior • Chapter 3: Ecological Models of Health Behavior • 3 page summary report on readings APA format. **DUE Tuesday Sept 1ˢᵗ End of Day (20 points).** https://www.healthypeople.gov/2020/About-Healthy-People/Development-Healthy-People-2030/Framework
Week 2 **Aug 31 -** **Sep 4**	**Evidence-Based Public Health** **The Social Ecological Model**	***Discussion on Readings*:** 1. Part 1 - Health Behavior: Theory, Research, and Practice. 5ᵗʰ ed. Glanz et al. (2015) • Chapter 1: The Scope of Health Behavior • Chapter 2: Theory, Research, and Practice in Health Behavior • Chapter 3: Ecological Models of Health Behavior	***Week 3 Assigned Readings*** 1. Health Behavior: Theory, Research, And Practice. 5ᵗʰ ed. Glanz et al. (2015) Part 2: Models of Individual Health Behavior • Chapter 4: Introduction to Health Behavior Theories That Focus on Individuals. • Chapter 5: The Health Belief Model 2. Maibach, Murphy (1995), Self-efficacy in health promotion research and practice:

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		Review Assignment & Expectations	conceptualization and measurement. *Health Education Research* Vol 10(1) 37-50. 3. 3 page summary report on readings APA format. **DUE Tuesday Sept 8st End of Day (20 points).**
Week 3 Sep 8 - Sep 11	**Social and Behavioral Aspects of Public Health** **Public Health Theories**	*Discussion on Reading*: **1.-** Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015) Part 2: Models of Individual Health Behavior • Chapter 4: Introduction to Health Behavior Theories That Focus on Individuals. • Chapter 5: The Health Belief Model 4. Maibach, Murphy (1995), Self-efficacy in health promotion research and practice: conceptualization and measurement. *Health Education Research* Vol 10(1) 37-50.	*Week 4 Assigned Readings* 1. Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015) Part 2: Models of Individual Health Behavior • Chapter 6. Theory of Reasoned Action, Theory of Planned Behavior, and the Integrated Behavioral Model • Chapter 7: The Transtheoretical Model and Stages of Change. 2. 3 page summary report on readings APA format. **DUE Tuesday Sept 15st End of Day (20 points).**
Week 4 Sep 14 - Sep 18	**Behavioral and Social Science Theory**	*Discussion on Readings*: - Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015) Part 2: Models of Individual Health Behavior • Chapter 6. Theory of Reasoned Action, Theory of Planned Behavior, and the Integrated Behavioral Model • Chapter 7: The Transtheoretical Model and Stages of Change.	*Week 5 Assigned Readings* 1. Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015) Part 3: Models of Interpersonal Health Behavior • Chapter 8. Introduction to Models of Interpersonal Influences on Health Behavior • Chapter 9: How Individuals, Environments, and Health Behaviors Interact. • Chapter 10: Social Support and Health 2. 3 page summary report on readings APA format.

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			DUE Tuesday Sept 22ˢᵗ End of Day (20 points).
Week 5 Sep 21 - Sep 25	**Health and Illness Behavior to Disease – Interpersonal influences**	*Discussion on Readings*: Health Behavior: Theory, Research, And Practice. 5ᵗʰ ed. Glanz et al. (2015) Part 3: Models of Interpersonal Health Behavior • Chapter 8. Introduction to Models of Interpersonal Influences on Health Behavior • Chapter 9: How Individuals, Environments, and Health Behaviors Interact. • Chapter 10: Social Support and Health	*Week 6 Assigned Readings* 1. Health Behavior: Theory, Research, And Practice. 5ᵗʰ ed. Glanz et al. (2015) Part 3: Models of Interpersonal Health Behavior • Chapter 11: Introduction to Models of Interpersonal Influences on Health Behavior • Chapter 12: How Individuals, Environments, and Health Behaviors Interact. • Chapter 13: Social Support and Health 2. 3 page summary report on readings APA format. **DUE Tuesday Sept 29ˢᵗ End of Day (20 points).**
Week 6 Sept 28 - Oct 2	**Social Environment** **Social Reactions** **Environmental Health**	*Discussion on Readings*: Health Behavior: Theory, Research, And Practice. 5ᵗʰ ed. Glanz et al. (2015) Part 3: Models of Interpersonal Health Behavior • Chapter 11: Introduction to Models of Interpersonal Influences on Health Behavior • Chapter 12: How Individuals, Environments, and Health Behaviors Interact. • Chapter 13: Social Support and Health	*Week 7 Assigned Readings* 1. Health Behavior: Theory, Research, And Practice. 5ᵗʰ ed. Glanz et al. (2015) Part 4: Community and Group Models of Helath Behavior Change • Chapter 14: Introduction to Community and Group Models of Health Behavior Change. • Chapter 15: Improving Health Through Community Engagement, Community Organization and Community Building. 2. Introduction to QuestionPro Tutorial Video 3. 3 page summary report on readings APA format. **DUE Tuesday Oct 6thˢᵗ End of Day (20 points).**
Week 7 Oct 5 -		*Discussion on Readings*:	

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Oct 9	Community based health	Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015) Part 4: Community and Group Models of Health Behavior Change • Chapter 14: Introduction to Community and Group Models of Health Behavior Change. • Chapter 15: Improving Health Through Community Engagement, Community Organization and Community Building. Introduction to QuestionPro Tutorial for Project.	***Week 8 Assigned Readings*** 1. Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015) Part 4: Community and Group Models of Health Behavior Change • Chapter 16: Implementation, Dissemination, and Diffusion of Public Health Interventions. • Chapter 17: Communication and Health Behavior is a Changing Media Environment. 2. 3 page summary report on readings APA format. **DUE Tuesday Oct 13thst End of Day (20 points).**
Week 8 **Oct 12 -** **Oct 16**	**Comparative Health Cultures** **Health Disparities, Diversity and Cultural Competence**	<u>***Discussion on Readings***</u>**:** Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015) Part 4: Community and Group Models of Health Behavior Change • Chapter 16: Implementation, Dissemination, and Diffusion of Public Health Interventions. • Chapter 17: Communication and Health Behavior is a Changing Media Environment.	***Week 9 Assigned Readings*** 1. Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015) Part 5: Using Theory in Research and Practice. • Chapter 18: Introduction to Using Theory in Research and Practice. • Chapter 19: Planning Models for Theory-Based Health Promotion Interventions. 2. 3 page summary report on readings APA format. **DUE Tuesday Oct 20thst End of Day (20 points).**
Week 9 **Oct 19 -** **Oct 23**	**Planning and Evaluating Public Health Programs**	<u>***Discussion on Readings***</u>**:** Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015) Part 5: Using Theory in Research and Practice. • Chapter 18: Introduction to Using Theory in Research and Practice.	***Week 10 Assigned Readings*** 1. Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015) Part 5: Using Theory in Research and Practice. • Chapter 20: Behavioral Economics and Health. • Chapter 21: Social Marketing.

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		• Chapter 19: Planning Models for Theory-Based Health Promotion Interventions. -	3. 3 page summary report on readings APA format. **DUE Tuesday Oct 27 End of Day (20 points).**
Week 10 Oct 26 - Oct 30	**Social Marketing** **Policy and Advocacy**	*Discussion on Readings*: Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015) Part 5: Using Theory in Research and Practice. • Chapter 20: Behavioral Economics and Health. • Chapter 21: Social Marketing.	***Week 11 Assigned Readings*** 1. Silva, Smith, Norman (2018) Systems thinking and ethics in public health: a necessary and mutually beneficial partnership. *Monash Bioethics Review* (36)54-67. 2. 3 page summary report on readings APA format. **DUE Tuesday Oct 27 End of Day (20 points).**
Week 11 Nov 2 - Nov 6	**Systems Thinking**	*Discussion on Readings*: 1. Silva, Smith, Norman (2018) Systems thinking and ethics in public health: a necessary and mutually beneficial partnership. *Monash Bioethics Review* (36)54-67. 2. Chughtai and Blanchet (2017) Systems thinking in public health: a bibliographic contribution to a meta-narrative review. *Health Policy and Planning* 32, 585-594 3. 3 page summary report on readings APA format.	**Draft of Results Section Due SUNDAY NOV 8th end of day.**
Week 12 Nov 9 - Nov 13		*Paper Consultations*	
Week 13 Nov 16 - Nov 20	**Group Presentation – Feedback**	**Group 1 Presentation**	
Week 14 Nov 23 - Nov 27	**Group Presentation - Feedback**	**Group 2 Presentation**	
Week 15 Nov 30 -	**Group Presentation - Feedback**	*Group 3 Presentation*	

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Dec 3			
Week 16 **FINAL PAPER DUE**			
Dec 7			

OVERVIEW OF ASSIGNMENTS AND DETAILED INSTRUCTIONS

1. **WEEKLY 3 PAGE SUMMARY REPORTS (20 points each)**
   READ ALL ASSIGNED MATERIAL; PREPARE SUMMARY, CRITICAL ANALYSIS AND APPLICATION OF KEY CONCEPT(S) FROM YOUR ASSIGNED SECTIONS FOR CLASS DISCUSSION. INCLUDED IS YOUR PERSONAL REFLECTION ON THE INFORMATION SYNTHESIZED.

   Page 1 = Title Page APA format
   Page 2 = Summary of information in readings
   Page 3 = Critical Thought of information in readings
   Page 4 = Free thought about readings
   Page 5 = Reference page APA format

   GRADING RUBRIC
   Weekly Summary Narrative Reports of Assigned readings (<u>graded weekly</u>) (up to 20 points each):
   5 points = The summary is thoughtful and complete with good examples; the critical analysis includes original ideas about the meaning and application of the concepts; the summary and critical analysis stimulate active class discussion. Less than 5 points indicates the summary is basic and repeats the book content; the critical analysis lists elements of the concept but lacks depth of understanding; class discussion is limited.
   5 points = Organization of content, flow of discussion.
   5 points = Proper grammar, sentence structure, punctuation.
   5 points = American Psychological Association writing format is followed using the 7th edition ("poor") . Proper referencing and citation will also be assessed.

2. **STUDENT CONTRIBUTION TO WEEKLY DISCUSSION TWICE DURING THE TERM (up to 20 points)**
   Starting September 9th, students will be required to add to the weeks lecture discussion twice throughout the semester. The professor will present material and based on student's written summaries, 3 to 2 students must contribute their thoughts on the selected week's readings. What did they learn? What was new to them? What critiques did they have on studies presented? What clarifications are needed? Personal experiences related to the readings?
   <u>(10 points each student for each contribution total = up to 20 points)</u>

3. **GROUP RESEARCH PROJECT (250 points)**
   Descriptive Research Paper on Selected Theory and Public Health Condition (FINAL PAPER 3,500 max word count, not including references)
   a. Your group will select either an individual or interpersonal theory and a health condition to conduct a descriptive research study.
   b. Theories to choose from:

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       i.   The Health Belief Model,
      ii.   Self-Efficacy,
     iii.   Theory of Reasoned Action, Theory of Planned Behavior, and the Integrated Behavior Model
     iv.   The Transtheoretical Model and Stages of Change

c. Select a health condition from People 2030 objectives that disproportionately affects Hispanics/Latinos or the US/Mexico Border region
d. Your group will then identify a survey measure that assesses the different constructs identified for your selected theory.
e. You will develop one to two research questions regarding the Selected Health problem and the Selected Health theory.
f. You will create an online Question Pro survey of the selected survey measure
g. You will ask 30 individuals to complete the survey (a convenient sample)
h. Your group will analyze the data using describing statistics
i. Draft up the manuscript style research paper: Introduction, Methods, Results, Discussion (3000-3500 word count- not including references)
j. Present research at end of term.

Instead of a final exam, each group will complete a <u>Final Manuscript Style Paper</u> that focuses on assessing constructs of an individual or interpersonal theory regarding a specific Healthy People 2030 objective.

You will be graded on writing and Technical errors in writing include spelling errors ("typos"), grammatical errors, incomplete sentences, poor language usage and incorrect formatting. All of these are completely avoidable by <u>re-reading, editing, revising and carefully checking your work</u>. Eliminating technical errors in your writing requires discipline and is a professional skill that is expected of anyone earning a graduate-level degree. It is very important to develop a realistic idea of your current level of writing so that you can improve. If you are weak with regard to your technical writing skills you must take responsibility for this and seek help from the Writing Center for all of your writing assignments. There are many online resources available as well.

REVISED August 2020   *Dept. Public Health Sciences, MPH Program, University of Texas El Paso*
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GRADING RUBRIC

1. Weekly Summary Narrative Reports of Assigned readings (<u>graded weekly</u>) (up to 200 points total -20 points each):

- **5 points = The summary is thoughtful and complete with good examples; the critical analysis includes original ideas about the meaning and application of the concepts; the summary and critical analysis stimulate active class discussion. Less than 5 points indicates the summary is basic and repeats the book content; the critical analysis lists elements of the concept but lacks depth of understanding; class discussion is limited.**
- **5 points = Organization of content, flow of discussion.**
- **5 points = Proper grammar, sentence structure, punctuation.**
- **5 points = American Psychological Association writing format is followed using the 7th edition ("poor") . Proper referencing and citation will also be assessed.**

2. STUDENT CONTRIBUTION TO WEEKLY DISCUSSION TWICE DURING THE TERM (up to 20 points)

- a. **Contribute to the discussion by using Summary Narrative Report to facilitate: questions, inquiry on topic, and critical analysis of content, personal experience with reading topics. Must pose 2 questions to class related to readings for the week.**

3. QuestionPro Survey and Analysis of Data (up to 30 points)   **DUE October 17th**

- **Design and create a functioning online QuestionPro Survey**
- **Analyze data using SPSS**

4. GROUP RESEARCH PAPER (up to 250 Points)

- a. **Title Page + Abstract Draft (20 points = APA format + writing+ content)**   **DUE September 19th end of day**
    - **Theory Selection**
    - **Health 2030 Health Objective**
- b. **Introduction Draft – 5 paragraphs (20 points = APA format + writing+ content)**   **DUE October 10th end of day**
- c. **Methods Draft (20 points = APA format + writing+ content)**   **DUE October 24th end of day**
- d. **Results Draft (20 points = APA format + writing+ content)**   **DUE November 7th end of day**
- e. **Discussion Draft (20 points = APA format + writing+ content)**   **DUE November 21st end of day**
- f. **Final Paper including references (100 points = APA format + writing+ content)**   **DUE December 9th end of day**
- g. **Group Presentations = 10 points**   **DUE Starting Nov 16th**
- h. **Peer Evaluation on Contribution to Written Paper (up to 20 points)**
- i. **Peer Evaluation on Contribution to Project, including work and presentation (20 Points)**