

PUB HLTH 301
BEHAVIOR, SOCIETY, AND HEALTH – 1.0 Credit
Spring 2007 Quarter: March 27 – June 5, 2007
Blackboard Course website: <https://courses.northwestern.edu/webapps/login/>

Instructor

Elizabeth M. Durkin, Ph.D.
Abbott Hall, Rm. 1211
312-503-2195
e-durkin@northwestern.edu

Class Times and Location

Tuesdays, 6:00 – 9:00 PM
McGaw 2-322

Course Description

This course will explore the contribution that basic behavioral and social science theories can make to the design and implementation of public health programs. Given that many public health interventions have as their goal to change the health behavior of a population or community, understanding the process of behavior change is critical to designing effective programs. In addition to theories that address individual motivations and obstacles to behavior change, public health practitioners must also draw upon constructs and concepts that explain how health behavior is shaped by the individual's relationships to other individuals (interpersonal factors), to their geographic and cultural communities (community factors), and to the larger society (sociopolitical factors).

Objectives

This course is designed to introduce students to behavioral and social science theories underlying the design of public health promotion efforts. Upon completion of the course, students should be able to:

1. explain how theory can be used to structure interventions that aim to change health behavior within populations and communities;
2. describe basic theories of human behavior change, including individual, interpersonal, and community level theories;
3. describe theories of both interpersonal and mass communication, including risk communication, message design, and diffusion of innovation
4. analyze key factors within organizations, communities, and sociopolitical environments that influence the implementation and effectiveness of public health promotion efforts;
5. write a paper critically evaluating a public health intervention in terms of its appropriate use of theory in program design and program planning.

Grading

Grades in this course will be assigned according to the following:

- 10% **Group presentation**
Groups will prepare a 15-20 minute in-class presentation on a theory-based public health intervention taken from the reading.

- 20% **Class participation**
Class participation has both an oral and written component which each student is expected to balance in ways that best suit his/her learning needs and temperament. In addition to in-class discussion, 2-3 students per week will also be required to post questions or comments about the assigned reading to the online course discussion. These questions must be posted by 3:00 the day before class. Other students are also welcome to respond or post their own comments, in fact, such effort is encouraged and will be considered an equally valid form of class participation as in-class discussion.
- 30 % **Midterm Exam**
The midterm will be a take-home essay exam, due April 24th.
- 40% **Final paper**
Students will critically analyze a public health promotion effort of their choice using theories presented during the course. Paper should be roughly 10 pages, double-spaced. Students will present their papers on the final day of class.

A general note about my grading philosophy: Students are expected not only to prepare for class, but also to participate in class in such a way that benefits their own learning and that of their class mates. Students are also expected to complete all required coursework so that the instructor has some basis for evaluating the extent to which students have met course objectives. Doing what is expected of you will merit a satisfactory evaluation; however, to receive an 'A,' you must demonstrate a superior level of engagement in all aspects of the course.

Reading

Required Text: Glanz, K., Rimer, B.K., & Lewis, F.M. (Eds.). (2002). Health behavior and health education: Theory, research, and practice (3rd ed.). San Francisco, CA: Jossey-Bass.

Required coursepacket: The coursepacket will be available on-line through Blackboard. Your username for Blackboard is your NetID and your password is your NetID password.

Course Evaluation

The Programs in Public Health administer web-based course evaluations to students for each course near the end of the quarter. Your completion of both the unit (course) and faculty evaluation components is required; failure to complete either of the evaluations will result in an incomplete grade until the evaluations are submitted. You will be sent the web link and instructions via email later in the quarter. You will have about two weeks time to complete the evaluations before grades are submitted.

Dates

Class Topic

March 27 **Course Introduction**
Use of Theory
Reading: Glanz, et al., Ch.2

- April 3 Individual Behavior: Health Belief Model & Theory of Reasoned Action/Planned Behavior**
Reading:
 - Glanz, et al., Chs.3 & 4
 - Bish, Sutton & Golombok, 2000
- April 10 Individual Behavior: Stage Theories**
Reading: Glanz, et al., Chs. 5 & 6
- April 17 Interpersonal Behavior: Social Cognitive Theory, Social Networks, Social Support**
Reading: Glanz, et al., Chs. 8 & 9
Group Presentations
- April 24 Social Determinants of Health**
 - Glanz, et al., Ch. 20
 - Chs. 1 & 2 in Huff, R.M. & Kline, M.V. (1999). *Promoting health in multicultural populations*. Sage, Beverly Hills, California.
- May 1 *** MIDTERM DUE******
Communication Theories
- May 8 Organizational Behavior**
Reading:
 - Hasenfeld, Y. (1992). Theoretical approaches to human service organizations. In Y. Hasenfeld (Ed.), *Human services as complex organizations* (pp.24-44). Newbury Park, CA: Sage.
 - Alexander, J.A. & Morlock, L.L. (1997). Power and politics in health services organizations. In S.M. Shortell & A.D. Kaluzny, *Essentials of health care management*, pp. 256-285. Detroit: Delmar Publishers.
 - Case Study: Rhododendron County Health Department
- May 15 Community Behavior & Diffusion of Innovation,**
Reading:
 - Glanz, et al., Ch. 13 & 14
 - Pilisuk, M., McAllister, J., & Rothman, J. (1996). Coming together for action: The challenge of contemporary grassroots community organizing. Journal of Social Issues, 52, 15-23.
 - Bhattacharyya, K. & Murray, J. (2000). Community assessment and planning for maternal and child health programs: A participatory approach in Ethiopia. Human Organization 59 (2): 255-266.
- May 22 Political Behavior**
Reading:
 - Chs. 2, & 9 in Kingdon, J.W. (1984). *Agendas, alternatives, and public policies*. Boston: Little, Brown, & Company.

- Isaacs SL, Schroeder SA. 2001. Where the public good prevailed: Lessons from success stories in health. *The American Prospect* 12 (10): 2630.

May 29

***** FINAL PAPER DUE*****

Planning Models

Reading:

- Glanz, et al., Chs. 18 & 19

June 3:

Class Presentations