

- Course Title:** *Social and Behavioral Health Sciences in Public Health*
- Course Number:** *PHCO 0505 (3 credits)*
- Course Location:** *Conf. Room 3A/B, School of Public Health Building, Piscataway*
- Course Date & Time:** *Fridays, 3:00pm-5:00pm*
- Course Instructor:** *Chongyi Wei, DrPH*
Associate Professor, Department of Health Behavior, Society, & Policy,
Rutgers School of Public Health
(732) 235-2865 Chongyi.Wei@rutgers.edu
(When emailing, please include the course number [PHCO0505] in the subject line.)
- Office Hours:** By appointment. All office hours will be remote.
- Course Website:** [2023SP - Social & Behav Hlth Sciences PHCO0505J030 \(instructure.com\)](https://instructure.com/2023SP-Social-Behav-Hlth-Sciences-PHCO0505J030)

Required Course Text: *None*

Additional/Supplemental Readings/Resources: Required reading materials will include a combination of chapter texts, articles, websites and other sources.

Course Description: This course provides students with an overview of the concepts, principles, and methods of health education and behavioral science. Health education is introduced as one of the core public health functions. The course will review behavioral determinants of health and consider these in the context of behavior change theories. In addition, the course aims to provide students with an applied overview of needs assessment as well as program planning and evaluation methods, which are critical to implementing and sustaining effective public health programs.

Course Synopsis and Learning Methods: Class is structured for participatory learning. Most class sessions will contain a didactic presentation of the week's topic but not summarize the assigned readings. Class time will be spent exploring, analyzing, discussing, critiquing, and synthesizing the issues.

Competencies Addressed: The competencies addressed in this course include:

- 1) Describe the role of a health educator and behavioral scientist in addressing public health problems (*Assessed by Midterm*);
- 2) Explain behavioral and psychological factors that affect a population's health (*Assessed by Assignment 1*);
- 3) Apply basic theories concepts and models from a range of social and behavioral disciplines that are used in public health research and practice (*Assessed by Assignment 2 and Midterm*);
- 4) Assess population needs, assets and capacities that affect communities' health (*Assessed by Final*);
- 5) Select communication strategies for different audiences and sectors (*Assessed by Final*);
- 6) Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (*Assessed by Final*);
- 7) Describe the importance of cultural competence in communicating public health content (*Assessed by Final*);

- 8) Select methods to evaluate public health programs (*Assessed by Final and Group Health Education Program*);
- 9) Design a population-based policy, program, project or intervention (*Assessed by Group Health Education Program*); and
- 10) Communicate audience-appropriate public health content, both in writing and through oral presentation (*Assessed by Assignment 1 and Group Health Education Program*).

Course Objectives: By the completion of this course, students will be able to:

- Articulate the role of health education/health promotion in addressing public health problems;
- Describe the role of health education agencies and critical stakeholders in the public health systems framework;
- Provide examples of the role of social and community factors in both the onset and solution of public health problems;
- Identify and apply basic health behavior theories and models to developing health education programs;
- Undertake methods of needs assessment and understand their importance in various populations;
- Describe methods for effectively planning and implementing health education programs;
- Critically assess written health education materials; and
- Broadly apply methods for evidence-based program evaluation.

Course Requirements and Grading:

	DUE	GRADE VALUE
<u>Active Participation</u> . Our greatest class resource is you! Your thoughts, ideas, questions and comments will enrich everyone’s learning experience, so please be actively involved in class! Be prepared by reading the course text and articles and participate in the classroom discussions.	----	8 points
<u>Personal Reflection Journal</u> . Each student will write in a weekly reflection journal to apply the knowledge and skills learned in the course. More details will be provided on Canvas.	WEEKLY	12 points (8 required entries)
<u>Assignment 1: Behavioral and Psychological Factors Affecting Health</u> . Each student will choose one leading cause of death (health problem) and a target population (age group) and develop a written document (not a paper) for laypeople explaining the behavioral and psychological factors (PRE Factors) affecting that health problem. More details will be provided on Canvas.	Feb 10	15 points
<u>Assignment 2: Application of Behavior Change Models</u> . Each student will choose one interpersonal theory and one intrapersonal theory and complete the assignment for each theory selected (i.e., there are two parts). More details will be provided on CANVAS.	Feb 24	20 points (part A and part B – 10 points each)
<u>Midterm Examination</u> . One midterm exam will be based on readings and lecture materials. Unless arranged one week prior to the dates of the exam, make-ups will not be permitted.	Mar 03	25 points
<u>Assignment 3: Group Health Education Program</u> . In small groups or pairs, students will choose a health topic and associated health behavior of interest and design a small-scale health education program for the college-aged student population. Groups will then present part of their education program. More details will be provided on Canvas.	VARIOUS DEADLINES	25 points
DUE DATES: Topic Selection: Feb 17		
Goals and Objectives: Mar 31		
Brief Program Description: Apr 07		
Peer/Self-Evaluation: May 05		

Final Program, including Brief Proposal (groups): **May 05**

Final Take-Home Examination. One final take-home exam will be based on readings and lecture materials. More details will be provided on CANVAS.

May 05	20 points
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TOTAL	125 points

Grading Policy (%):

94 – 100	A
90 – <94	A-
87 – <90	B+
84 – <87	B
80 – <84	B-
77 – <80	C+
70 – <77	C
<70	F

*Grades will NOT be rounded.

Assignment Standards:

Lateness. Assignments turned in after the official collection period are considered late. Unless the instructor and student come to an arrangement at least one week before class, there is a 20% point penalty for written work turned in late. Assignments are posted to Canvas by the due date. If you need to turn in something after the date due, please discuss it with the instructor **BEFORE** the due date to avoid point penalty. Please note: if entries for the Personal Reflection Journal are late, they will be graded as “zero.”

Grammar/Spelling. If more than eight (8) gross punctuation, grammar or spelling errors occur in the written assignments, they will be returned with no grade. These can be resubmitted within one week with a five (5) point penalty or the student can accept a failing grade. There is a formal policy on plagiarism in the college catalog that will be the policy for the class.

Citations. Citation style for references in written assignments is American Psychological Association (APA). Please use this APA citation style for electronic references.

Course Materials. Students are responsible and will be held accountable for all assignments and materials given out during missed classes. Contact the instructor before or after a missed class to pick up any materials provided. Slides and assignments will also be available via Canvas.

Margins and Page Limits Requirements. Refer to each assignment instructions for margins and page limit requirements. A deduction of 10% will occur if assignment over the maximum page limit. Instructions will be available on CANVAS.

Extra Credit. There will be a couple of ways to earn extra credit for this class (such as extra credit weeks in your Personal Reflection Journal). Extra credit opportunities will be posted on Canvas.

Course Schedule: (SUBJECT TO CHANGE)

WEEK	DATE	COURSE TOPIC	LINK TO COMPETENCIES AND ASSESSMENTS	ASSIGNMENTS/ASSESSMENTS
1	Jan 20	Course Overview and Health Education Roles and Responsibilities in Public Health	Describe the role of a health educator and behavioral scientist in addressing public health problems <i>(Assessed by Midterm)</i>	Online 30: Personal Journal Post (R#1)
2	Jan 27	Overview of Approaches to Behavior Change and PRECEDE/PROCEED	Explain behavioral and psychological factors that affect a population's health <i>(Assessed by Behavioral and Psychological Factors Assignment)</i>	Online 30: Personal Journal Post (EC1)
3	Feb 03	Introduction to Theory and Intrapersonal Level Behavior Change Theories: Health Belief Model and Transtheoretical Model	Apply basic theories concepts and models from a range of social and behavioral disciplines that are used in public health research and practice <i>(Assessed by Application of Behavioral Change Models Assignment and Midterm)</i>	Online 30: Personal Journal Post (R#2) and View videos in Canvas before class
4	Feb 10	Interpersonal Level Behavior Change Theories: Social Cognitive Theory and Diffusion of Innovations		Online 30: Personal Journal Post (R#3) and View videos in Canvas before class DUE: Behavioral and Psychological Factors Affecting Health (02/10)
5	Feb 17	Community Level Behavior Change Theories: Socio-Ecological Model		Online 30: Personal Journal Post (R#4) and View videos in Canvas before class DUE: Health Ed Program: Topic (02/17)
6	Feb 24	Community Level Behavior Change Theories: Community Organization and Social Support Networks		Online 30: Personal Journal Post (EC2) and View videos in Canvas before class DUE: Application of Behavior Change Models (02/24)
7	Mar 03	Mid-Term Exam		
8	Mar 10	Introduction to Program Planning and Needs Assessment	Assess population needs, assets and capacities that affect communities' health <i>(Assessed by Final)</i>	Online 30: Personal Journal Post (EC3)
9	Mar 24	Program Planning: Part 1	Design a population-based policy, program, project or intervention <i>(Assessed by Health Education Program)</i>	Online 30: Personal Journal Posts (R#5)
10	Mar 31	Program Planning: Part 2		Online 30: Personal Journal Posts (EC4) DUE: Health Ed Program: Goals & Objectives (03/31)
11	Apr 07	Program Evaluation	Select methods to evaluate public health programs <i>(Assessed by Final and Health Education Program)</i>	Online 30: Personal Journal Post (R#6) DUE: Health Ed Program: Program Description (04/07)
12	Apr 14	Communication Strategies	Select communication strategies for different audiences and sectors <i>(Assessed by Final)</i>	Online 30: Personal Journal Posts (EC5)
13	Apr 21	Health Literacy/Critique of Educational Materials		Online 30: Personal Journal Posts (R#7)
14	Apr 28	Cultural Awareness and Competence	Apply awareness of cultural values and practices to the design or implementation of public health policies or programs <i>(Assessed by Final)</i> Describe the importance of cultural competence in communicating public health content <i>(Assessed by Final)</i>	Online 30: Personal Journal Posts (R#8)

15	May 05	Group Health Education Program - Final Presentations	Communicate audience-appropriate public health content, both in writing and through oral presentation (<i>Assessed by Health Education Program</i>)	DUE: Final Take-Home Exam (05/05) DUE: Health Ed Program: Brief Proposal & Presentation (05/05) DUE: Peer/self-evaluation (05/05)
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Learning Management System: Canvas will be used extensively throughout the semester for course syllabus, assignments, announcements, communication and/or other course-related activities. It is the student's responsibility to familiarize themselves with Canvas and check it regularly. If you have difficulties accessing Canvas, please inform the instructor and Canvas Support (help@canvas.rutgers.edu). Canvas is accessible at canvas.rutgers.edu.

School of Public Health Honor Code: The School of Public Health Honor Code is found in the School Catalog (sph.rutgers.edu/academics/catalog.html). Each student bears a fundamental responsibility for maintaining academic integrity and intellectual honesty in his or her graduate work. For example, all students are expected to observe the generally accepted principles of scholarly work, to submit their own rather than another's work, to refrain from falsifying data, and to refrain from receiving and/or giving aid on examinations or other assigned work requiring independent effort. In submitting written material, the writer takes full responsibility for the work as a whole and implies that, except as properly noted by use of quotation marks, footnotes, etc., both the ideas and the works used are his or her own. In addition to maintaining personal academic integrity, each student is expected to contribute to the academic integrity of the School community by not facilitating inappropriate use of her/his own work by others and by reporting acts of academic dishonesty by others to an appropriate school authority. It should be clearly understood that plagiarism, cheating, or other forms of academic dishonesty will not be tolerated and can lead to sanctions up to and including separation from the Rutgers School of Public Health.

Students with Disabilities: Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student must apply for Services by first completing a Registration Form with the Rutgers Office of Disability Services (ODS) at ods.rutgers.edu. The student will also be required to participate in an ODS intake interview and provide documentation. If reasonable accommodations are granted, ODS will provide you with a Letter of Accommodations which should be shared with your instructors as early in your courses as possible.

Commitment to Safe Learning Environment: The Rutgers School of Public Health is committed to helping create a safe learning environment for all students and for the School as a whole. Free expression in an academic community is essential to the mission of providing the highest caliber of education possible. The School encourages civil discourse, reasoned thought, sustained discussion, and constructive engagement. Provocative ideas respectfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. The School encourages all students to disclose any situations where you may feel unsafe, discriminated against, or harassed. Harassment or discrimination of any kind will be not tolerated and violations may lead to disciplinary actions.

Reporting Discrimination or Harassment: If you experience any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. You may report such incidents to the [RBHS Title IX Office](#) or to the School of Public Health's [Office of Student Affairs](#). Rutgers University has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. If you experience any other form of discrimination or harassment, including racial, ethnic, religious, political, or academic, please report any such incidents to the School's [Office of Student Affairs](#). The School strongly encourages all students to report any incidents of discrimination or harassment to the School. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the School and potentially the University. For example, if you tell a faculty or staff member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty or staff member must share that information with the [RBHS Title IX Coordinator](#). If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University [Policy 10.3.12](#). For more information about your options at Rutgers, please visit [Rutgers Violence Prevention and Victim Assistance](#).

Graduate Student Computer Policy: Students are required to possess a personal laptop, no older than approximately two years, that must meet minimum requirements which may be found online at: sph.rutgers.edu/student-life/computer-support.html

Policy Concerning Use of Recording Devices and Other Electronic Communications Systems:

When personally owned communication/recording devices are used by students to record lectures and/or classroom lessons, such use must be authorized by the faculty member or instructor who must give either oral or written permission prior to the start of the semester and identify restrictions, if any, on the use of mobile communications or recording devices.

Policy Concerning Use of Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Withdrawal/Refund Schedule: Students who stop attending their course(s) without submitting a completed [Add/Drop Course](#) form will receive a failing grade. Furthermore, students dropping to zero credits for the semester are considered withdrawn and must submit a completed [Leave of Absence](#) form from the School of Public Health's Office of Student Affairs. The School of Public Health refunds tuition only. Administrative and technology fees are non-refundable. You may find the Withdrawal/Refund Schedule on the School of Public Health website at: sph.rutgers.edu/academics/academic-calendar.html