

**University of Hawaii at Manoa**  
**Department of Public Health Sciences and Epidemiology**  
**Course PH 623 - Social Science and Public Health**  
**Fall 2007**

**Meeting Place:** 1960 East-West Rd., Biomed, Room D207, Mondays 10.00-11.50a.m.

**Instructor Information:**

Name: Stefan Keller, Ph.D.  
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Office Hours: by appointment (D104C)

**Course Description**

PH 623 will examine the role of the social sciences in public health. Topics covered will include the relationship of public health to psychology, sociology, political science, and anthropology. Theories of health behavior and health behavior change will be examined in depth. The role of the social and behavioral sciences in understanding human health behavior will be a fundamental aspect of this course.

**Course Learning Objectives**

1. Develop a broad ecological (or systems) framework which can enhance understanding of individual and group behavior, and the relationship among the many separate elements which social science presents.
2. Demonstrate knowledge of sources of information relevant to the social science component of public health and increased competence in the public health practitioner's use of social science consultation.
3. Appreciate the relevance of social science to specific areas of public health practice with special emphasis on the application in the student's major areas of study.
4. Understand the rationale, the strengths and limitations of research methods employed in the social sciences. Be aware of competing strategies and approaches and the implications of such difference for the consumer of research.
5. Gain enthusiasm and commitment for the further study of the social science component of health.

**Required Text:**

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

Additional readings/assignments that illustrate practical aspects of the theories in the book by Glanz et al. (2002) will be given out in order to prepare for selected topics.

## Course Schedule

|    | <b>Week</b>  | <b>Topic</b>                                 | <b>Assignment</b> |
|----|--------------|--|-------------------|
| 1  | August 20    | Introduction - Overview                      | --                |
| 2  | August 27    | Social Science and Public Health Foundations | Chapters 1 & 2    |
| 3  | September 10 | Health Belief Model                          | Chapter 3         |
| 4  | September 17 | Theory of Reasoned Action/Planned Behavior   | Chapter 4         |
| 5  | September 24 | Transtheoretical Model                       | Chapter 5         |
| 6  | October 1    | Social-Cognitive Theory                      | Chapter 8         |
| 7  | October 8    | Ecological Models                            | Chapter 20        |
| 8  | October 15   | Social Networks & Social support             | Chapter 9         |
| 9  | October 22   | Stress                                       | Chapter 10        |
| 10 | October 29   | Community Building*                          | Chapter 13        |
| 11 | November 5   | Diverse Populations*                         | Chapter 21        |
| 12 | November 19  | PRECEDE-PROCEDE model                        |                   |
| 13 | November 26  | Social Marketing                             | Chapter 19        |
| 14 | December 3   | Communication Technologies                   | Chapter 22        |
| 15 | December 10  | Poster presentation                          | --                |

\* Guest speakers invited

### Course Policies:

Students are expected to attend all classes and to actively participate in class discussions, group work and assignments.

Final grades are based on completed assignments, final paper & presentation, class attendance, and participation. All assignments must be completed for a passing grade. Plagiarism will result in a failing ("F") grade for the assignment. Students should familiarize themselves with the University of Hawai'i Student Conduct Code. No extra credit assignments are given.

### Description of Course Assignments:

#### *General*

All written assignments should be submitted electronically to the instructor not later than Sunday, 6 p.m. before the respective class. Please keep electronic copies of your files and bring a printout to class for discussions. Please use the spell check function and make an effort to write well. For all cited references, appropriate citations (preferably APA style: [http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc\\_id=796](http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796)) are expected. For some homework assignments, different formats may be requested (e.g. Powerpoint file, pictures etc.). Details will be provided in class.

### *Homework assignments*

Students are expected to prepare for the upcoming classes. Being well prepared is essential for class discussions and critical analysis of the class topics. Generally, each homework assignment includes reading the chapter from the Glanz et al. book that refers to the following session topic. Additionally, for some sessions students are expected to read selected original papers that illustrate applications of the theoretical frameworks presented in class.

Students will have to prepare a total of six homework assignments (e.g. write *short* papers, write comments, collect relevant information etc.) in order to prepare for selected class topics. These assignments will be graded and *five* assignments of their choice will contribute 25% (5 x 5%) to the final grade. All materials and necessary information/detailed instructions for these assignments will be provided by the course instructor not later than two weeks before the due date.

### *Final paper and poster presentation*

Students are expected demonstrate extensive knowledge in the application of at least two of the topics that are discussed in class. This will have two parts: Students are expected to elaborate an example of a practical application that integrates any of the theories of behavior change (sessions 3-7) with any of the other concepts in the second part of the course (sessions 8-13). The results should be summarized on a conference-style poster. Posters should be limited to approx. 5x5 standard pages, detailed information on format etc. will be provided in time. Posters will be presented in the final session of the class. This presentation will be open for all interested students and faculty. Additionally, students will have to write up the results of their work in the form of a paper of approx. 10-12 pages length with a minimum of 20 original references.

### **Topic selection: Due October 1**

This paper should be a comprehensive examination of your topic. I am available to review outlines of papers, if you desire. Please use APA style for this paper. More details will be provided during the course.

**Paper due date: November 26, 2007** by 10.00 a.m. Late submissions will receive 3 points less per working day.

Detailed instructions will be provided.

### **Grading Scale for Class Assignments:**

| Grading Points                         | Total Points | Percentage |
|--|--------------|------------|
| Class attendance/participation/reading | 25           | 25%        |
| Homework assignments                   | 25           | 25%        |
| Final paper                            | 25           | 25%        |
| Final poster                           | 15           | 15%        |
| Poster presentation                    | 10           | 10%        |

### Grading Scale

The final course grade will be based on total points the student has received and according to the following criteria. There will be no extra credit given in class. Students are advised to concentrate on doing well for all the assignments given. The University of Hawaii has implemented a plus/minus system beginning this semester. Scores in the 7-9 range will receive a plus. Scores in the 0-2 range will receive a minus.

|   |   |                                |   |
|---|---|--------------------------------|---|
| A | = | 100-90 points<br>sophisticated | Excellent distinctive work. Demonstrates understanding. Nuanced and insightful account, powerful and effective application of concepts., frameworks and theories discussed in class and articulated in written work. Exceeds both expectations and requirements of all class assignments.   |
| B | = | 89-80 points                   | Above average work. Demonstrates accomplished understanding: Through, well documented account; adequate and apt application of concepts, frameworks and theories discussed in class and articulated in written work. Exceeds the requirement of the assignment.   |
| C | = | 79-70 points<br>Superficial    | Average work, sufficient, but not distinctive. understanding. Acceptable view with some misconceptions or oversight. Not fully supported. Acceptable but limited application of concepts, frameworks and theories discussed in class.   |
| D | = | 69-60 points                   | Poor, insufficient work. Naïve or inadequate understanding: simplistic account and use of concepts, frameworks and theories discussed in class. Unable to articulate thoughts and ideas in written work. Significant misconceptions and/or absence of key ideas; rigid/narrow “plug in” performance. Fails to meet some requirements. |
| F | = |                                | Unacceptable work   |

## Specialization Competencies Addressed

- SBHS1 Identify and assess determinants of individual, community, and population health, including cultural, social, and biobehavioral factors contributing to health related behaviors.
- SBHS2 Apply theoretical perspectives in analyzing the behavioral, cultural, and ethical dimensions of community health problems.
- SBHS3 Identify a range of individual, interpersonal and community-wide health promotion and disease prevention models and strategies.

## MPH Competencies Addressed

- AS1 Define a public health problem.
- AS5 Describe how data illuminate ethical, political, scientific, economic, and overall public health issues.
- AS6 Identify research designs used in public health, including advantages and flaws of specific designs, and determine designs appropriate to specific needs.
- CO1 Communicate effectively with professional and lay audiences both in writing and orally (unless a disability precludes oral communication).
- CS1 Interact sensitively, effectively and professionally with persons from diverse cultural, socioeconomic and professional backgrounds.
- CS2 Identify the role of cultural, social, and behavioral factors in determining disease, disease prevention, health-promoting behavior, and medical service organizations and delivery.
- CS3 Develop and adapt approaches to problems that take into account cultural differences.
- PHS1 Define, assess, and describe the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention and factors influencing the use of health services.
- PHS2 Apply the basic public health skills from behavioral and social sciences, biostatistics, epidemiology, and environmental health to design/evaluate programs/policies to improve health.
- PHS3 Demonstrate mastery of access and use of public health literature.