

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

**School of Health Sciences
PBHE 527
Social and Behavioral Aspects of Health
Credit Hours: 3
Length of Course: 8 weeks
Prerequisite: None**

Instructor Information

Please refer to the Syllabus tab for your instructor's contact information and biography.

Course Description (Catalog)

This course reviews the conceptual, empirical, and theoretical contributions of the Social and Behavioral Sciences as they contribute to an understanding of health and illness.

Course Scope

This course is designed to provide the professional student the understanding and importance of social and behavioral aspects of public health. Students will study public health, gender issues, health disparities and other social issues that have evolved over the past several decades regarding public health. Students will conduct research in several areas related to public health and interest.

(Note to students: The course materials, assignments, learning outcomes, and expectations in this upper level undergraduate course assume that the student has completed all lower level general education and career planning course work necessary to develop research, writing, and critical thinking skills. Students who have not fulfilled all general education requirements through courses or awarded transfer credit should strongly consider completing these requirements prior to registering for this course).

Course Learning Objectives

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After successfully completing this course, students will be able to:

1. Evaluate cultural characteristics, social roles, and behavioral factors that contribute to disease, injury prevention and service delivery.
2. Analyze the role and causes of social and community factors, including race/ethnicity and culture, in both the onset and solution of health problems.
3. Describe a set of selected and widely employed social and behavioral science theories, models, constructs, and principles used to develop or improve programs to address major public health issues.
4. Evaluate how participatory planning with special populations can enhance the effectiveness of public health services.
5. Describe how data illuminates ethical, political, scientific, economic, and overall public health issues.
6. Synthesize professional ethics and practices as they relate to equity and accountability in diverse community settings.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due weekly as noted on the course outline and can include Forum questions and written assignments. Assigned faculty will support the students throughout this eight-week course.

Course Materials

Required Course Textbook:

1. **Health Behavior and Health Education: Theory, Research, and Practice, 2009, 4th Edition** Karen Glanz (Editor), Barbara K. Rimer (Editor), K. Viswanath (Editor). ISBN: 978-0-7879-9614-7
2. *Publication Manual of the American Psychological Association*. (2010). 6th Edition. Washington, DC: American Psychological Association. (ISBN 10; 1-4338-0561-8).
3. Other materials can be found in the Lessons section of the course.

Academic Writing Requirements:

The School of Health Sciences requires use of APA format and style and all students are encouraged to have a current copy of the *APA Publication Manual*. All written assignments are to be submitted in APA format style unless otherwise noted in the assignment directions.

Web Sites

PBHE 527 Syllabus
February, 2016

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In addition to the required course texts, the following public domain web sites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

- None

Evaluation Procedures

Forum

Please join the forums each week. Replies must be posted in the week due and replies after the end of the each week will not be graded. The Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites. **Rubric is attached to forum description.**

Guidelines:

- Post the initial response to each forum by 11:55pm, ET, Wednesday.
- Initial responses should be no less than 450-500 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 200 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

Students will be responsible for providing a peer response posting for at least two (2) of their peers' postings, unless there are less than 3 students in the course, where only one (1) peer posting will be required. Your peer postings should challenge or expound upon at least one of the points made by your peer, and "I agree" does not constitute as an adequate response. As graduate students, you will be expected to provide comprehensive, relevant and well supported points in your assignments.

We all bring something unique to the classroom, from our understanding, our experiences, and our value systems. We honor and respect each person's diverse beliefs to help us see beyond the classroom to be the most effective individuals we can be. Therefore, we should all be respectful of others while expressing our viewpoints and opinions. Proper netiquette behavior is expected. Any inflammatory, demining or disrespectful language in a posting will be immediately removed from the discussion space.

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Weekly Assignments: There will be seven (7) weekly assignments in this course. Each weekly assignment is due in the Assignment portal of the classroom by **Sunday, 11:59 p.m. EST each week**. Please make sure you read and understand the directions for each assignment. Each assignment should be a minimum of two full pages of text in length and have a minimum of at least (2) outside sources (not our course text) in your response. Please ensure that you cite your references in APA format. **Rubric is attached to assignment description.**

Final Exam: The final exam consists of True/False, Multiple Choice, and Essay item types. The questions are presented one at a time and cannot be revisited. The entire exam must be completed within 3 hours. The exam is located in the “Tests & Quizzes” section of our course.

Final Paper: For this course, students will be required to complete a research paper. This paper must be at **minimum** 10 full pages in length. This requirement does not include your cover sheet, reference pages, reiterating the assignment, inserting extra spaces, etc. Your topic must be related to social and behavioral aspects of health. **Rubric is attached to assignment description.**

The paper must be typed, double-spaced with 1-inch margins in 12-point Times New Roman font with all references cited. You must use a minimum of 15 academic references. As always, Wikipedia and Answers.com are NOT academic/scholarly sources. Please remember this is a graduate level course and your papers are expected in line with graduate level work. Papers will be graded based upon: 1) the extent to which students followed directions for the assignment, and 2) overall presentation (including clarity of argument, grammar and spelling) (see grading rubric for more specific grading information). The paper can be submitted to me at any time, but cannot be submitted any later than the **last regularly scheduled day of class in Week 8 at 11:59pm EST.**

Refer to the Student Handbook for policies relevant to academic honesty and other procedures and policies related to this course. Refer to Online Resource Center for any research assistance.

Course Grading Outline

Grading Instrument		Percentage of Final Grade
Forum (7 @ 100 pts each)	700 pts	25%
Introductory Forum Post	10 pts	
Weekly Essays (7 @ 100 pts each)	700 pts	40%
Final Exam	150 pts	15%
Final Paper	100 pts	20%
TOTAL	1,660 pts	100%

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Course Outline					
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
1	Human Behavior and Public Health	<p>Define theory and human behavior and apply the meaning to understanding social and behavioral science theories, models, constructs, and principles.</p> <p>Identify and discuss social and behavioral science theories, models, construct, and principles used to develop and improve public health programs.</p> <p>Analyze and apply theories and models to better understand public health issues and the effectiveness of a health behavior programs.</p>	<p>National Cancer Institute (2005). Theory At A Glance. Read Part 1, 2, and 3 to learn about theory and how theories are utilized to plan effective programs. http://www.nci.nih.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf</p> <p>Health Belief Model Daddario, D. A Review of the Use of the Health Belief Model for Weight Management. MEDSURG Nursing 2007. Vol.16: 363-366.</p> <p>The Transtheoretical Model or Stages of Change Biller, H., Riebe, D., Rossi, J., and Scioli, E. Personal Motivation, Exercise, and Smoking Behaviors Among Young Adults. Behavioral Medicine 2009. Vol. 35: 57-64.</p> <p>The Theory of Reasoned Action and the Theory of Planned Behavior Social Cognitive Theory Wood, M. Theoretical Framework to Study Exercise Motivation for Breast Cancer Risk. Oncology Nursing Forum.Vol. 35: 89-95</p> <p>Read from the DEBI website regarding effective interventions. The website is: http://www.effectiveinterventions.org/en/home.aspx . This is important because one of the</p>	<p>Week 1 Assignment: Theory and its application to HIV</p>	<p>Week 1 Forum: Introduction</p> <p>Week 1 Forum: Theory Application</p>

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2	Sex Matters	<p>Discuss the differences between sex and gender</p> <p>Identify reasons why men do not go to the doctor</p> <p>Explain biological and social differences in health between men and women</p> <p>Analyze ways to address health issues that are gender specific</p>	<p>essay questions on the final exam pertains to this DEBI model.</p> <p>1. Health Behavior and Health Education: Theory, Research, and Practice, 4th Edition Karen Glanz (Editor), Barbara K. Rimer (Editor), K. Viswanath (Editor). Chapter 1 ISBN: 978-0-7879-9614-7</p> <p>2. Complete module Introduction to Gender and Health (http://www.genderandhealth.ca/)</p> <p>3. Why gender and health? (http://www.who.int/gender/genderandhealth/en/index.html)</p> <p>4. Why Men Don't Go To the Doctor (http://www.webmd.com/video/men-doctor-visits)</p> <p>5. National Women's Health Resource Center (http://www.healthywomen.org/)</p> <p>6. Women's Health Stats (http://www.cdc.gov/nchs/fastats/womens-health.htm)</p> <p>7. Blue Print for Men's Health: A Guide to A Healthy Lifestyle (http://www.menshealthnetwork.org/library/blueprint.pdf)</p> <p>8. Artazcoz, L. , Borrell, C., and Benach, J. (2001). Gender inequalities in health among workers: the relation with family demands Journal of Epidemiology and Community</p>	<p>Week 2 Assignment: Making a case for a public health concern</p>	<p>Week 2 Forum: Problem Statements</p>

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			Health, 55:639–647. 9. Read from the DEBI website regarding effective interventions. The website is: http://www.effectiveinterventions.org/en/home.aspx . This is important because one of the essay questions on the final exam pertains to this DEBI model.		
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
3	The role of race, culture, and ethnicity in health	Identify racial and ethnic health disparities Define racial and ethnic populations Analyze strategic frameworks to improve and eliminate ethnic and racial disparities Understand cultural competency and its role in reducing ethnic and racial disparities	1. Health Behavior and Health Education: Theory, Research, and Practice, 4th Edition Karen Glanz (Editor), Barbara K. Rimer (Editor), K. Viswanath (Editor). Chapter 3, and Chapter 4. ISBN: 978-0-7879-9614-7 2. Definition of ethnic and racial populations. (http://www.cdc.gov/minorityhealth/populations/remp.html) 3. National Women’s Health Report: Health and Wellness for Women of Color (http://www.healthywomen.org/sites/default/files/NationalWomensHealthReport.July2009.pdf) 4. Van Ryn, M., & Pu, S. (2003). Paved With Good Intentions: Do Public Health and Human Service Providers Contribute to Racial/Ethnic Disparities in Health? American Journal of Public Health, 93(2), 248-255. 5. Read from the DEBI website	Week 3 Assignment: Tale of two theories	Week 3 Forum: Cultural Disparities and Health Outcomes

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			regarding effective interventions. The website is: http://www.effectiveinterventions.org/en/home.aspx . This is important because one of the essay questions on the final exam pertains to this DEBI model.		
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
4	Social Determinants of Health	Identify and define social determinants of health Evaluate programs that address social determinants of health Analyze the relationship between health disparities and social determinants of health	1. Health Behavior and Health Education: Theory, Research, and Practice, 4th Edition Karen Glanz (Editor), Barbara K. Rimer (Editor), K. Viswanath (Editor). Chapter 15 ISBN: 978-0-7879-9614-7 2. Social determinants of health (http://www.cdc.gov/socialdeterminants/) 3. Closing a Gap In A Generation: Health equity through action on the social determinants of health (http://whqlibdoc.who.int/publications/2008/9789241563703_eng.pdf) 4. Addressing Social Determinants of Health Inequities: Learning From Doing http://www.ajph.org/cgi/reprint/95/4/553 5. Read from the DEBI website regarding effective interventions. The website is: http://www.effectiveinterventions.org/en/home.aspx	Week 4 Assignment: Annotated Bibliography	Week 4 Forum: Social Determinants

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Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
			<p>ons.org/en/home.aspx . This is important because one of the essay questions on the final exam pertains to this DEBI model.</p>		
5	Stress and public health	<p>Explain the impact stress has on the health of an individual, family, and community</p> <p>Examine the relationship between health and stress</p> <p>Describe the current economic environment and its impact on health</p> <p>Identify ways to manage stress</p>	<p>1. Health Behavior and Health Education: Theory, Research, and Practice, 4th Edition Karen Glanz (Editor), Barbara K. Rimer (Editor), K. Viswanath (Editor). Chapter 10 ISBN: 978-0-7879-9614-7</p> <p>2. Psychophysiological effects of a web-based stress management system: A prospective, randomized controlled intervention study of IT and media workers (http://www.biomedcentral.com/1471-2458/5/78)</p> <p>3. Mental stress spirals with economy (http://www.usatoday.com/news/health/2009-03-11-stress-poll_N.htm)</p> <p>4. Read from the DEBI website regarding effective interventions. The website is: http://www.effectiveinterventions.org/en/home.aspx This is important because one of the essay questions on the final exam pertains to this DEBI model.</p>	<p>Week 5 Assignment: Theoretical Fit for Final Paper</p>	<p>Week 5 Forum: Psychosocial Health</p>
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
6	Making the spiritual connection to health	<p>Understand the historical inter-relatedness of religion, medicine, and health</p> <p>Explain the significance of religious practice in</p>	<p>1. Nagel, E., Sgoutas-Emch, S. 2007. The Relationship Between Spirituality, Health Beliefs, and Health Behaviors in College Students. Journal of Religion and Health. Vol. 46: p141-154.</p>	<p>Week 6 Assignment: Theory-based Program Development</p>	<p>Week 6 Forum: Spirituality in Health</p>

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		improving long term health Discuss the relationship between health and spirituality	2. Spirituality and Faith Communities- http://www.davidmyers.org/Brix?pageID=52 3. Read from the DEBI website regarding effective interventions. The website is: http://www.effectiveinterventions.org/en/home.aspx . This is important because one of the essay questions on the final exam pertains to this DEBI model.		
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
7	Who Has Your Back: Social Support and Social Network	Define social support and social networks Examine the connection between social support and/or social networks and health	Health Behavior and Health Education: Theory, Research, and Practice, 4th Edition Karen Glanz (Editor), Barbara K. Rimer (Editor), K. Viswanath (Editor). Chapter 15 ISBN: 978-0-7879-9614-7 Social Support for Health Behavior Change http://centertrt.org/?p=strategy&id=1132 http://centertrt.org/?p=strategy&id=1133 The Impact of Emotional and Material <i>Social Support</i> on Women's Drug Treatment Completion. Full Text Available By: Lewandowski, Cathleen A.; Hill, Twyla J. Health & Social Work , Aug2009, Vol. 34 Issue 3, p213-221, 9p, 1 chart; (AN 43781979) Structural and <i>Social Contexts</i> of HIV Risk Among African Americans. Full Text Available By: Friedman, Samuel R.; Cooper, Hannah L.F.; Osborne, Andrew H.. American Journal of Public Health , Jun2009, Vol. 99 Issue 6, p1002-1009, 7p, 3 bw;	Week 7 Assignment: Policy Changes and Recommendations	Week 7 Forum: Social Networks

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			<p>(AN 41039610)</p> <p>Stress, social support and problem drinking among women in poverty. Full Text Available By: Mulia, Nina; Schmidt, Laura; Bond, Jason; Jacobs, Laurie; Korcha, Rachael. <i>Addiction</i>, Aug2008, Vol. 103 Issue 8, p1283-1293, 11p, 4 charts, 1 diagram; DOI: 10.1111/j.1360-0443.2008.02234.x; (AN 33158925)</p> <p>Caregiver Mental Health, Neighborhood, and Social Network Influences on Mental Health Needs among African American Children. Full Text Available By: Lindsey, Michael A.; Browne, Dorothy C.; Thompson, Richard; Hawley, Kristin M.; Graham, J. Christopher; Weisbart, Cindy; Harrington, Donna; Kotch, Jonathan B.. <i>Social Work Research</i>, Jun2008, Vol. 32 Issue 2, p79-88, 10p; (AN 33163122)</p> <p>Read from the DEBI website regarding effective interventions. The website is: http://www.effectiveinterventions.org/en/home.aspx. This is important because one of the essay questions on the final exam pertains to this DEBI model.</p>		
Lesson	Topic	Course Objective(s)	Reading(s)	Assignment(s)	Forum(s)
8	Final Paper Final Exam	Synthesize information regarding social and behavioral aspects of health Organize major points regarding a social and behavioral aspects of	None assigned	Final Paper Due Final Exam Due	Week 8 Forum: Course Reflection

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		health into a logical paper			
		Construct programmatic and policy recommendations thesis focused on a selected aspect of social and behavioral aspects of health, as supported by literature			

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)