

**SOCIAL AND BEHAVIORAL SCIENCES APPLIED TO HEALTH**

PHC 6410 – Summer 2008  
Tuesdays & Thursdays 5:00 – 8:30 p.m.  
Session A  
3 Credit Hours

**\*\*\*The instructor reserves the right to make changes to the syllabus/ course plan at any time. Students will be alerted to such changes in class and/or through Blackboard.**

**Instructor:** Stephanie L. Marhefka, Ph.D.

**Office Hours:** Wednesday 3-5 pm and by appointment

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**Course Description:** Social and Behavioral Sciences Applied to Health is a core course for all programs in the college of Public Health at the University of South Florida (USF). There are no specific pre-requisites for this course. This course is designed to familiarize students with the application of social and behavioral science perspectives to public health. The format is a survey of basic concepts, analytic frameworks, and intervention strategies that can be applied to current public health issues. Basic principles from psychology, sociology, anthropology and other social science disciplines are analyzed in relation to the causes, consequences and control measures for public health problems.

**Course Objectives:**

At the end of the course, students will be able to:

1. Apply social and behavioral science theory and methods to analyze public health problems in terms of the factors that influence their development and alternative approaches to their resolution.
2. Recognize similarities and contrasts in the approaches taken by different social science disciplines in the study of health-related problems.
3. Assess the utility of interventions aimed at different system levels, including individual behavior, family systems, community organization, complex social systems, and the social and physical environment.
4. Identify practical implications of social science approaches to contemporary problems in one's own field of public health.
5. Identify and critically discuss the ethical implications of public health research and practice.

**Textbook and Reading Assignments:**

- The draft textbook will be available at the Copy Center. The text is a revised version of the text formerly used for this course; therefore, students should not purchase the older version (2001) of the textbook.  
Coreil J. (in press). *Social and Behavioral Foundations of Public Health, 2<sup>nd</sup> Edition*. Thousand Oaks, CA: Sage Publications.
- Additional reading assignments will be posted on Blackboard.

**Course Expectations:**

This course is designed to provide a stimulating learning environment. The instructor expects the following:

1. Class will begin and end on time.
2. Students will come to class prepared to actively participate in discussion and related activities.
3. Class participants (including the instructor) will be respectful of one another at all times.
4. Students will meet course deadlines on time. Students who fail to meet deadlines will be receive grade penalties; no exceptions.
5. Students will take all exams on the days and times when they are scheduled. The instructor reserves the right to refuse to provide alternative exam dates, except in the case of religious holidays (see below).
6. Electronic sounds are disruptive in the classroom setting. All cell phones, beepers, computers, and any other electronic gadgets must be muted during classes.

**Class Attendance Policy:**

Students are encouraged to attend all classes. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to one of the instructors, in writing, by the second class meeting. Students who must miss class should hand in their questions (see grading policy below) related to the readings before the class period; students who must miss class should send the questions to the instructor via email *prior to the start of the class period*.

**Disability accommodation:** For information regarding special accommodations see:  
<http://www.asasd.usf.edu/faculty.htm>

**Dates of religious observations:** For information regarding religious observances see:  
<http://sa.usf.edu/handbook/policies/ReligiousPracticesPolicy.htm>

**Student Conduct and Academic Dishonesty:**

Plagiarism is defined as 'literary theft' and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own segments or the total of another person's work.

Cheating is defined as follows:

- (a) the unauthorized granting or receiving of aid during the prescribed period of a course-graded exercise: students may not consult written materials such as notes or books, may not look at the paper of another student, nor consult orally with any other student taking the same test;
- (b) asking another person to take an examination in his/her place;
- (c) taking an examination for or in place of another student;
- (d) stealing visual concepts, such as drawings, sketches, diagrams, musical programs and scores, graphs, maps, etc., and presenting them as one's own;
- (e) stealing, borrowing, buying, or disseminating tests, answer keys or other examination material except as officially authorized, research papers, creative papers, speeches, etc.
- (f) Stealing or copying of computer programs and presenting them as one's own. Such stealing includes the use of another student's program, as obtained from the magnetic media or interactive terminals or from cards, print-out paper, etc.

Punishment for such academic dishonesties will depend on the seriousness of the offense and may include receipt of an 'F' or 'O' grade on the subject paper, lab report, etc., an 'FF' in the course, suspension or expulsion from the University. The University drop policies and forgiveness policies shall be suspended for a student accused of plagiarism or cheating or both.

Students are **strongly advised** to click on this link and view the tutorial on plagiarism:  
<http://www.cte.usf.edu/plagiarism/index.html>

Information on academic dishonesty may be accessed at:  
[http://catalog.grad.usf.edu/currentpdf/USF\\_Grad\\_Catalog\\_2007\\_2008.pdf](http://catalog.grad.usf.edu/currentpdf/USF_Grad_Catalog_2007_2008.pdf), page 95

**Grading:** Final grades will be based on completion of three objective exams, multiple choice questions turned in for each class period, and class participation.

- Exams (70 points)
  - The format of the objective exams will be selecting the answer from four multiple choice answers. The *best* answer (and therefore, the correct answer in this course) is that which is directly addressed in the lectures and readings (text, articles, other material), not from public knowledge, or prior knowledge.
    - Exam 1 is worth 20 points.
    - Exam 2 is worth 20 points.
    - Exam 3 is cumulative and accounts for 30 points.
- Multiple choice questions (20 points)
  - Students are expected to turn in one multiple choice question from each reading assigned for a given class meeting, beginning with class 2 (May 15<sup>th</sup>). Students will receive one point for each multiple choice question they write. If we assume one reading for 6/17 (currently TBD), then students will write 17 multiple choice questions for 17 points. The final three points will be determined based on the extent to which questions reflect higher-level thinking skills (see grading rubric below). Students can refer to the following website for information about levels of learning <http://www.coun.uvic.ca/learning/exams/blooms-taxonomy.html>.
- Attendance and participation in class exercises and discussions (10 points). If you are not in class, you cannot participate!

**Grading rubric for level of thinking required for multiple choice questions.**

Points	0	1	2	3
Description	Questions only assess knowledge. No higher level thinking required.	No more than 3 questions assess levels of understanding higher than knowledge.	Between 4 and 9 questions assess levels of understanding higher than knowledge.	At least 10 questions assess levels of understanding higher than knowledge.

**Total points corresponding to final letter grades:**

**90-100 = A**

**80-89 = B**

**70-79 = C**

**60-69 = D**

**< 60 = F**

**Make-up exams:** If you miss any one of the exams for reasons beyond your control (death in the family (death notice/obituary etc. is required), illness (physician proof required), in lieu of a make-up exam, you will be required to write a 15-20 page term paper on a topic chosen by the instructor. The term paper will be due no later than 7 days after the exam date. This option exists *for legitimate emergencies only*, and can be used **only once** during this summer session!

Date	Topic	Readings from Text	Other Readings (on Blackboard)
May 13 (1)	<b>The importance of social and behavioral science to public health</b>  <b>Ethics and public health</b>	Introduction & Chapter 1	Bayer Module 6
May 15 (2)	<b>History of public health</b> <u>The class will not meet tonight. Instead, you are expected to view the lecture posted on Blackboard. Post your questions under the Assignments button in Blackboard.</u>	Chapter 2	
May 20 (3)	<b>Social epidemiology</b>	Chapter 3	Marmot, 2005; Link and Phelan, 2005
May 22 (4)	<b>Exam 1 (covers material from classes 1-3)</b>  <b>Intrapersonal and interpersonal level theories</b>	Chapter 4, pages 108-129	Theory at a Glance
May 27 (5)	<b>Organizational, community, and societal level theories</b>  <b>Health and illness behavior</b>	Chapter 4, pages 130-140  Chapter 5	
May 29 (6)	<b>The social environment and health</b>	Chapter 6	
June 3 (7)	<b>Social reactions to disease</b>  <b>Comparative health cultures</b>	Chapters 7 & 8	
June 5 (8)	<b><u>Dr. Carol Bryant, Guest Lecturer</u></b> <b>Community based approaches to health &amp; social marketing</b>	Chapters 15 & 16	
June 10 (9)	<b>Exam 2 (covers all materials from classes 4-8)</b>  <b><u>Dr. Amina Alio, Guest Lecturer</u></b> <b>Health disparities and diversity</b>	Chapter 9	
June 12 (10)	<b><u>Dr. Eric Buhi, Guest Lecturer</u></b> <b>Program planning and evaluation</b>	Chapter 13	
June 17 (11)	<b>Putting it all together: Focus on HIV or Mental Health (based on student vote)</b>		TBD
June 19 (12)	<b>Exam 3 (covers all materials from the course)</b>		