



## School of Public Health

PBHL 540  
**BEHAVIORAL ASSESSMENT**  
4 credit hours

**Quarter Offered:** Fall, 2006

**Course Time:** Mondays and Thursdays, 11:00 a.m. -12:50 p.m.

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**Office Hours:** By Appointment for all instructors

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### COURSE DESCRIPTION

This interdisciplinary course focuses on how individuals and groups approach issues of health behavior, health communication, health education and health promotion. The goal of this course is to provide basic knowledge of social and behavioral science and health promotion theories, models and research methods. The human rights framework will be introduced to analyze and create public health interventions and policies.

By working through interactive lectures, small group activities, case studies, learning issues and writing assignments, students will learn about the ways in which class, culture, gender and age influence an individual's health behaviors, beliefs and practices throughout the life course. Students will be expected to critically analyze traditional and emerging theories and models of health behavior as they explore the experiences of individuals in different developmental stages, groups, and communities.

During this course, students will be asked to examine their own responses to the materials presented via lectures and group sessions as well as electronic communication. Students will use relevant scientific literature to address learning issues and will be expected to further develop their writing skills.

Behavioral Assessment is a required course for the Master of Public Health (MPH) Program of Study and is coordinated through the Department of Community Health and Prevention.

### **COURSE OBJECTIVES**

Upon completion of this course, students should be able to:

1. Articulate the importance of culture, class, ethnicity, belief, socioeconomic characteristics and lifestyle choices as determinants of health status
2. Describe and critique the most influential theories and models of behavior change.
3. Articulate the public health importance and challenges of behavior change in regards to youth violence, smoking, HIV/AIDS, obesity, and other public health problems.
4. Conduct behavioral assessments, apply behavioral change models and monitor behavior change in individuals, groups, communities and organizations.
5. Apply the conceptual and practical basis of modern human rights and public health ethics to the analysis of and response to the societal preconditions for health.

### **REQUIRED TEXTS**

1. Glanz, Karen, Rimer, Barbara, K., Lewis, Francis, M., eds. Health Behavior and Health Education: Theory, Research, and Practice, 3<sup>rd</sup> Edition, San Francisco: Jossey-Bass, Inc. 2002.
2. Mann, Jonathan, Sofia Gruskin, Michael Grodin and George Annas, eds. Health and Human Rights: A Reader. New York: Routledge, 1999.
3. Other Articles: Other required readings will be provided via Blackboard or in hard copy.
4. Each student's "learning issues" created in the small groups and posted on Blackboard are required reading for the course.

## **TEACHING METHODS**

This course is taught through a combination of approaches: lecture, student led discussion, problem based learning via case studies, and individual research. Assigned readings will broaden the students' understanding of topics covered in class.

Lectures held on Mondays are interactive, and students must prepare for each session by doing the reading, and bringing questions for discussion. Guest speakers from the community are often invited to present specific health and social issues based on their experience to include practical applications of the health behavior theories and public health issues addressed in case studies.

Each Thursday class is structure in a Problem Based Learning (PBL) format as much as possible. PBL is student oriented, inquiry-driven learning methodology. The curriculum and teaching incorporate real world problems, small group discussions and interdisciplinary approaches to problem solving. PBL requires interactive discussion of key issues emerging from the case study being reviewed. Students create specific topics to research ("learning issues") and are expected to guide the class in understanding these issues. Group deliberations on issues involved in the case studies allow students to (1) gain additional experience with collaborative work and (2) practice combining a variety of perspectives and skills in envisioning and articulating appropriate solutions to public health problems.

Each student will do three learning issues, one with a student partner and the other two independently, and a comprehensive writing assignment. Students will complete an in-class final exam that integrates the theoretical framework and practical approaches presented during the course.

Regular class attendance and active participation in class discussions are essential for achieving a meaningful learning experience.

## **COURSE CONTENT**

During this course, students will complete a series of case studies, learning issues, a writing assignment, and an integrated final exam. Descriptions of each of these components are provided below.

### **Interactive Lectures: Mondays**

Students will attend weekly lectures on the major behavior change models and social science theories that are used in public health education, health promotion, and disease prevention. Lectures will cover the developmental theories, models of stress and coping, the transtheoretical model, the health belief model, the theory of reasoned action, social cognitive theory, the ecological model, and other emerging constructs such as the theory of gender and power, and the Information-motivation-behavioral skills model. Lectures will also include an introduction to human rights and ways in which the human rights framework can be used to understand behavior and to critique and analyze and develop behavior change interventions.

On occasion, we will have visiting lecturers. These will be professionals from community based organizations or scholars as well as members from the community who have direct experience in health promotion and disease prevention efforts to give students a variety of perspectives on issues discussed.

### **Case-Studies: Thursdays**

Thursday classes will be in smaller discussion groups.

Students will read and discuss five case studies as part of this course. Case studies will address theories and models of individual and community health behavior change in the context of important public health and human service issues. The first case study explores how immigrant populations face health stressors in their new surroundings, as well as the strategies that are available for addressing these issues. The next series of cases focus on the evolution of public health responses to the prevention and control of HIV transmission. Beginning with the study of a traditional, clinical, and educational approach, followed by a more interdisciplinary and contextual response, students will develop an understanding of the strengths and limitations of earlier efforts to address HIV/AIDS in “hard-to-reach” populations. A case introducing the human rights approach to addressing HIV/AIDS will complete the series on public health & HIV. A case on obesity and welfare reform brings back the human rights approach to understanding associations between poverty and health. This case encourages students to explore obesity/nutrition as one of the most pressing public health issues in the United States. A final case, which is a series of current articles, addresses the complex issue of youth violence through the lens of child and adolescent development, where models of stress, coping and adaptation will be introduced. The focus will be on our local Philadelphia area and current violence prevention initiatives taking place within the city.

### **Assignments: Learning Issues and Writing Assignment**

#### ***Learning Issues (LIs)***

Through the case studies, students identify “learning issues” (LIs) that are based on concepts and theories that require further investigation. Each student is expected to provide a 3-5 page report (LI) and discuss the topics of their assigned LI. An LI is an important component of the cooperative learning process of PBL, and is an indication of the way a student masters the core material, the way she engages with her peers, and takes responsibility for teaching the material to others.

Learning Issues must be thoroughly researched. They must synthesize and critically analyze literature found in the form of journal articles, textbook narrative, edited volumes, and public health related websites. Each student will do three learning issues from the five case studies in the course. Learning issues will be developed in small groups on the Thursday following the Monday when the topic is presented. Learning issues for the first case will be done in pairs within the small groups to allow for collaborative student practice. Grades for the case 1 learning issues will be the same for the pair of students. Each member of the pair will then do a learning issue independently, alternating for cases 2-5. Note that case 5 is a reflective paper on youth violence and will use a variety of student-directed sources for its development.

All learning issues will be posted to Blackboard in the appropriate course facilitator discussion group by case. The written learning issues are graded and usually returned to the writer by the next group class meeting. If a student receives a grade below a C, the learning issue must be rewritten, posted to Blackboard and distributed to the group facilitator and classmates the following week. This is in the interest of the student truly learning the material, and ensuring that their peers also have the revised/improved information and analysis. If an LI is not completed on its assigned due date, it will greatly impact the group learning and discussion as well as the critique by the other student in the student pair. In that case the student not completing the LI will receive an automatic F for that assignment.

The other member of the pair, when not developing a learning issue for a specific case will serve as an “Application Specialist”. That student will research at least one practical application of the learning issue through web-based research of global, national, or local health initiatives relevant to the learning issues or through direct or web-based contact with local community agencies. Application resource persons will present an application they have discovered as part of the discussion of that learning issue in small groups. Guidelines for application research will be posted to Blackboard. To help students identify local programs and organizations should they choose to research a local application, a list of 2<sup>nd</sup> year MPH students who have completed their practicum and will be beginning their Community Based Master Project will be provided to students along with a list of community agencies that have hosted Drexel School of Public Health students should students choose to research a local application for a learning issue. Application specialists are to prepare a one-page outline of their findings and post those to Blackboard. Their findings and reporting to their small group will serve as part of their “participation” grade for the course.

### ***Writing Assignment***

In a comprehensive written assignment, students will discuss, examine and analyze health promotion and disease prevention efforts that address a disease or health status of their choice. The analysis must include at least two behavior theories or models that have been used to address the issue. Analysis should be completed with consideration of the overarching Healthy People 2010 goal of eliminating health disparities. Papers should not exceed 2500 words. Tables and references are not included in the word count.

**Printing copies of writing assignments will be due on Mon. November 20, 2006 and are also to be posted on Blackboard in the appropriate writing assignment group folder.** A late posting of writing assignments on Blackboard will negatively impact on one’s grade.

### **Final Exam**

The final exam will be an in-class integrative multiple essay exam. Students are to bring blue books to take the exam. **Students must be in attendance and take the final exam in order to receive a grade in the course.**

**Exam date: Mon. December 11, 2006**

## EVALUATION METHODS

The final grade will be based on participation in lectures and group discussions (including applications to learning issues of student partner), case-related learning issues, a writing assignment, and a final content exam. Distribution of the final grade is as follows:

EVALUATION METHOD	PROPORTION OF FINAL GRADE
Case-Related Applications and Overall Group Participation	20%
Learning Issues, Reflective Paper	30%
Integrated Content Exam	30%
Writing Assignment	20%

## COURSE SCHEDULE

### WEEK ONE

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**September 25, 2006 Introduction to Health Behavior & Health Promotion  
Introduction to Problem Based Learning (PBL) Methods**

Lecture and Discussion

**September 28, 2006 Human Development Presentation, 11-11:50**

Lecture and Discussion

**Group Session – Group Introductions and Norms  
Immigrant Health, Smoking & Asian Communities  
Case Study # 1**

***Required reading***

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CASE:	1. Immigrant Health
Glanz, et al.:	2. Part One: Health Education and Health Behavior: The Foundations, pp. 3-44
Other Articles:	3. Bronfenbrenner, Urie (1977) "Toward an Experimental Ecology of Human Development." American Psychologist 4. TBA--article on immigrant health & smoking 5. History of Immigration in US & Public Health Policy

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### WEEK TWO

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**October 2, 2006 Health Belief Model, and the Transtheoretical Model  
(Stages of Change), Immigration and Public Health**

Lecture and Discussion

*Guest Lecture: Immigration and Public Health, Nan Feyler, JD, MPH, Executive Director Nationalities Services Center, Chin Du, MPH, M.Ed, Health Promotion Council of Philadelphia, Director of Asian Health Programs*

**October 5, 2006      Group Session - Immigrant Health, Smoking & Asian Communities  
Learning Issues on Case # 1 Due**

***Required reading***

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|----------------|---|
| Glanz, et al:  | 1. Prochaska, et al, "The Transtheoretical Model and Stages of Change," pp. 99-120. |
|                | 2. Janz, et al. "The Health Belief Model", pp. 45-66                                |
| Other Articles | 3. TBA  |

**WEEK THREE**

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**October 9, 2006      NO CLASS, COLUMBUS DAY**

**October 12, 2006      Group Session – Social Determinants of Health, Applications of the Transtheoretical Model (Stages of Change) and the Health Belief Model**

***Required reading***

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|----------------|---|
| Glanz, et al:  | 1. Prochaska, et al, "The Transtheoretical Model and Stages of Change," pp. 99-120.   |
|                | 2. Janz, et al. "The Health Belief Model", pp. 45-66  |
| Other Articles | 3. Wilkinson, R., Marmot, M. (2003) "Social Determinants of Health: The Solid Facts." Copenhagen: World Health Organization.  |
|                | 4. Data Set Directory of Social Determinants of Health at the Local Level (selected section by student choice), Centers for Disease Control and Prevention (CDC), 2004. |

**WEEK FOUR**

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**October 16, 2006      Social Cognitive Theory, Theory of Reasoned Action and Planned Behavior  
AIDS History & Gender Dynamics**

Lecture and Discussion

**October 19, 2006      Group Session - HIV Prevention  
Case Study # 2**

***Required reading***

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|----------------|--|
| CASE           | 1. AIDS I: Interdisciplinary Approaches to HIV/AIDS Prevention   |
| Glanz, et al:  | 2. Montañó and Kasprzyk, "The Theory of Reasoned Action and the Theory of Planned Behavior." pp. 67-98                   |
|                | 3. Baranowski, et al, "How Individuals Environments and Health Behavior Interact; Social Cognitive Theory." pp. 165-184. |
| Other Articles | 4. Wingwood and DiClemente, 2002. The Theory of Gender and Power, pp. 313-346.   |
|                | 5. TBA—AIDS and Drug addiction   |

## **WEEK FIVE**

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**October 23, 2006**    **Peer Education Models and Applications  
HIV and Sex Workers**

Lecture and Discussion

*Guest Lecture: Michelle & Pat: Street based Sex work & HIV Prevention*

**October 26, 2006**    **HIV Prevention: Efforts among sex workers**

**Learning Issues Due**

### ***Required reading***

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|----------|---|
| Articles | 1. Fisher & Fisher (2002) "The Information-Motivation-behavioral skills Model" pp. 40-70. |
|          | 2. HIV AIDS And Human Rights--Vulnerability   |
|          | 3. TBA  |

## **WEEK SIX**

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**October 30, 2006**    **Introduction to Health & Human Rights**

Movie & Discussion    *MOVIE: A Closer Walk*

**November 2, 2006**    **Group Session - Health and Human Rights**

Case Study #3

### ***Required reading***

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|----------------|--|
| CASE:          | 1. AIDS II: Health and human rights                    |
| Mann, et al:   | 2. Mann, et al, Health and Human rights" pp. 7-20      |
|                | 3. IFRCRC, "Human rights and introduction." pp 21-28   |
|                | 4. Cook, "gender health and human rights." Pp. 253-264 |
| Other Articles | 5. UDHR, ICESCR, CEDAW                                 |

## **WEEK SEVEN**

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**November 6, 2006**    **Human Rights Impact Assessment**

Lecture and Discussion

**November 9, 2006**    **Group Session – Implications of Health and Human Rights on Public Health Policy**

**Learning issues Case 3 Due**

### ***Required reading***

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|----------------|--|
| Mann, et al:   | 1. Gostin & Mann, "Toward the development of a Human Rights Impact assessment." Pp. 54-72.   |
|                | 2. Du guerny and Sjoberg, Interrelationship between gender Relations and the HIV/AIDS epidemic: some possible considerations for policies and programs, pp. 202-215. |
| Other Articles | 3. TBA   |

**WEEK EIGHT**

**November 13, 2006 Review and Discussion – Social Science Theory, Social Support, Diffusion of Innovations, Ecological Model & Critique of Health Behavior Theories**

Lecture and discussion

**November 16, 2006 Group Session – Introduction, Discussion of Case 4 – Obesity**

***Required reading***

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Glanz, et al:	1. Heaney et al. “Social Networks and Social Support”, pp. 185-209.
Other Articles	2. Oldenberg, Parcel, “Diffusion of Innovations”, pp. 312-334.
	3. Community Health Development: An Overview of the Works of Guy Steuart, Steckler A.B., et al. Health Education Quarterly, 1993
	4. Sallis and Owen, “Ecological Models of Health Behavior, pp. 462-484.
	5. Adler, et al. ‘Socioeconomic status and health: the challenge of the Gradient, pp. 181-201.
	6. Freedman, Reflections on emerging frameworks of health and Human rights TBD

**WEEK NINE**

**November 20, 2006 Obesity: The Public Health Problem of the 21<sup>st</sup> Century**

Lecture and Discussion: Guest Speaker

**November 23, 2006 NO CLASS, THANKSGIVING HOLIDAY**

***Required reading***

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CASE:	Obesity, Welfare Reform and Human Rights
Mann, et al:	1. Adler, et al. ‘Socioeconomic status and health: the challenge of the Gradient, pp. 181-201. 2. Freedman, Reflections on emerging frameworks of health and Human rights
Other Articles	3. Convention of the Elimination of all forms of ethnic and racial discrimination, United Nations 4. Neubeck K, Cazenave N. Confronting Welfare Racism. In <i>Welfare racism: playing the race card against America’s poor</i> . New York: Routledge. introduction 5. Kaplan GA, Siefert K, Ranjit N, et al. The health of poor women under welfare reform. <i>Am J Public Health</i> . 2005;95:1252-1258. 6. Chavkin W, Wise PH. The data are in: health matters in welfare policy. <i>Am J Public Health</i> . 2002;92:1392-5. 7. Article on Obesity, TBD

**WEEK TEN**

**November 27, 2006 Theories of Development, Stress and Coping, Other Topic TBD**  
Lecture and Discussion

**November 30, 2006 Group Session - Obesity and Welfare Reform**  
**Learning Issues Case 4 Due**

**Discussion Prior to Reflective Paper on Youth Violence Prevention**

*Required reading*

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Glanz et al	1. Resnicow, et al “Applying theory to culturally diverse and unique populations” pp. 485-509.
	2. Wenzel, et al. “Stress, Coping and Health Behavior, pp. 210-239.
Mann, et al:	3. Adler, et al. ‘Socioeconomic status and health: the challenge of the Gradient,’ pp. 181-201.
	4. Freedman, Reflections on Emerging frameworks of health and Human rights
Other Articles	5. Morland, K., Wing, S., Diez Roux, A. The Contextual Effect of the Local Food Environment on Residents’ Diets: The Atherosclerosis Risk in Communities Study. <i>American Journal of Public Health</i> . 2002; 92(11): 1761-1766.
	6. Block, J.P., Scribner, R.A., DeSalvo, K.B. Fast food, race/ethnicity, and income. <i>American Journal of Preventive Medicine</i> . 2004; 27(3): 211-217.
	7. Cubbin C. and Winkleby, M (2005) Protective and Harmful Effects of Neighborhood-Level Deprivation on Individual-Level Health Knowledge, Behavior Changes, and Risk of Coronary Heart Disease
	8. Bronfenbrenner, Urie (1977) “Toward an Experimental Ecology of Human Development.” <i>American Psychologist</i>

**WEEK ELEVEN**

**December 4, 2006 Violence Prevention**  
Lecture and Discussion: Guest Presenter

**December 7, 2006 Group Session - Youth Violence, Stress and Mental Health**  
**Reflective Paper Due**

*Required reading*

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CASE:	Ad hoc: Youth violence in Philadelphia, What to do.
Other Articles:	1. Rich, J. and Grey, C. (2005) Pathways to Recurrent Trauma Among Young Black Men: Traumatic Stress, Substance Use, and the “Code of the Street.”
	2. Beyers, et. al. (2001) What Predicts Adolescent Violence in Better-Off Neighborhoods? <i>Journal of Abnormal Psychology</i> .
	3. Assorted articles on youth violence

## **WEEK TWELVE**

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**December 11, 2006 Final In-Class Exam**

**December 14, 2006 Group Session - Final Exam Review, Course Evaluation, Preview of 550**

**Academic Honesty Policy:** Drexel University is committed to a learning environment that embraces academic honesty. In order to protect members of our community from results of dishonest conduct, the University has adopted policies to deal with cases of academic dishonesty. Please read, under, and follow the “Academic Honesty Policy” as written in the Official Student Handbook.

### **PLAGIARISM STATEMENT**

Students will not plagiarize or otherwise use or present the work of others (published, copyrighted, or other material) as their own work without appropriate references and/or attribution. This applies to all activities, including development and presentation of ‘Learning Issues’.

**Adopted by the Educational Coordinating Committee  
July 26, 2000**

**Disability Policy:** Students with disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter (“AVL”) to faculty before accommodations can be made. AVL’s are issued by the Office of Disability Services (“ODS”).

For additional information, contact the ODS at [www.drexel.edu/edt/disability](http://www.drexel.edu/edt/disability), 3201 Arch Street., Ste. 210, Philadelphia, PA 19104, V 215.895.1401, or TTY 215.895.2299.