PUBLIC HEALTH 300: BEHAVIORAL AND SOCIAL SCIENCE FOUNDATIONS FOR THE HEALTH PROFESSIONS

Winter Term, 2013
Tue/Thur 4:00-5:30pm + Discussion
4 Credit Hours

Professor Victor J. Strecher

A. Overview

This course provides an introduction to the behavioral and social science factors that influence health and disease, with an emphasis on relevant knowledge for helping individuals make better health-related decisions and changes in their lives. The course explores these factors from the individual to the societal level. The course is 4 credits, with 3 hours of lecture and a 1 hour discussion per week.

B. Course faculty

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Graduate Student Instructors</th>
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<tbody>
<tr>
<td><strong>Victor J. Strecher, MPH, Ph.D.</strong></td>
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<tr>
<td>Professor and Director for Innovation and Social Entrepreneurship UM School of Public Health</td>
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<tr>
<td>e-mail: <a href="mailto:strecher@umich.edu">strecher@umich.edu</a></td>
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<tr>
<td>Administrative Assistant: Holly Neilson e-mail: <a href="mailto:hneilson@umich.edu">hneilson@umich.edu</a></td>
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C. Format

The course is taught in two 1.5 hour lectures and a 1 hour discussion section each week. The discussion section focuses on the content of the lecture and readings with specific real-world issues for health care professionals addressed. They are also the point of contact for the two short papers and two Ignite presentations related to the short papers required in the course.
D. **Course Goals**

The overall goal of this course is to provide an introduction to the behavioral and social science foundations for the health professions, and relevant grounding for students who wish to pursue additional training in the area.

E. **Course Competencies**

By the end of the course, students will possess greater understanding of the following areas in their relation to health behavior development, change, and decision-making: (1) Causes of death in the U.S. and the world, (2) methods of determining causes of death and disease, (3) risk and risk perception, (4) approaches to helping and coping, (5) theories and conceptual frameworks, (6) measurement of psychosocial factors, (7) motivation, self-efficacy and self-control, (8) physical, social, cultural environments, (9) clinician-patient communication, (10) mass and interactive communication, (11) information processing, (12) roles of health care organizations, health plans, employers, schools, and governments, (13) roles of health care reform and health informatics, and (14) roles of values affirmation, energy, and life purpose.

F. **Required Readings**

There is no required textbook for the course. Required readings are in the form of articles and chapters and are available in your online C-Tools program. The portions of the readings considered most important are described later in this syllabus under each reading material reference. You may be tested on the portions of the readings considered relevant to the course.

H. **Course Website**

We will be using C-Tools to post all slides, relevant readings, and course announcements. Log in through the course gateway off the UMSPH homepage (www.ctools.umich.edu). You will use your student unique name and kerberos password to log in. If you are having problems accessing C-Tools please make an appointment with the GSIs for assistance.
I. **Communications**

Dr. Strecher and Graduate Student Instructors will communicate with students mainly through class sessions, announcements, and office hours of the GSIs. For private matters, you should send an email to one of the GSIs. The GSIs will reply to student e-mails within 2 days. Students with an issue requiring attention of Dr. Strecher can communicate immediately after class, by email, through office hours, or through a scheduled meeting time.

**Courtesy Code:** Please follow rules of common courtesy in all your communications (e.g., lectures, discussion sections, email).

**Email use:** To ensure security and identity of each student, please use your University of Michigan email to communicate with your instructor, teaching assistant, and classmates.

J. **ACADEMIC CONDUCT**

**Integrity:** It is expected that your conduct will be consistent with that of any University of Michigan student, which includes respect for Dr. Strecher, the GSIs, and fellow students in all communications. Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, and aiding and abetting the perpetration of such acts. All incidences of academic misconduct will be referred to the Office of Academic Affairs.

**Well-being:** If you need help please consider contacting the University’s office for Services for Students with Disabilities (SSWD; [http://www.umich.edu/~sswd](http://www.umich.edu/~sswd)) or the office for Counseling and Psychological Services (CAPS; [http://www.umich.edu/~caps](http://www.umich.edu/~caps)). If you feel that you may need special accommodation for any sort of disability or wish to discuss any relevant and/or confidential information please make an appointment with Dr. Strecher or GSIs.
K. Grading

1. **Midterm Examination (25%)**

   The midterm examination will be approximately 1-1.5 hours in length and will be worth 20% of your grade. Content of the examination will come from class lectures and the required readings and will include a combination of multiple choice, short answer, and long answer questions.

2. **Final Examination (35%)**

   The final examination will be approximately 1-1.5 hours in length and will be worth 30% of your grade. Content of the examination will come from the entire semester of class lectures and the required readings and will include a combination of multiple choice, short answer, and long answer questions.

3. **Short Individual Papers (2 @ 10% each)**

   Two 3-5 page (double-spaced) individual papers will be required through the course. The assignments for each paper will ask you to elaborate on a particular issue discussed in class.

4. **Ignite Presentations (2 @ 10% each)**

   Two 5-minute individual presentations in the discussion sections will be required. Each presentation will require you to elaborate on the individual papers. The presentations will be in an “Ignite” format (5 minutes, 20 slides that automatically advance every 15 seconds; see http://en.wikipedia.org/wiki/Ignite_(event). The best Ignite talks of each discussion section (voted on by the fellow students) will be presented to the larger class.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>1/10</td>
<td>INTRODUCTION</td>
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<tr>
<td>1/15, 1/17</td>
<td>DEATH</td>
<td>Keeney, 2008</td>
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<td>Mokdad et al, 2004</td>
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<td>Fischhoff et al, 2011</td>
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<td>1/22</td>
<td>HELP</td>
<td>Brickman et al, 1982</td>
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<td>1/24, 1/29</td>
<td>BOXES AND ARROWS</td>
<td>Earp et al, 1991</td>
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### Motivation
- Information?
- Carrots or sticks?
- Stages?
- Epiphany?
- Self-Determination
- Goal-setting
- Motivational Interviewing
- Role of the health professional

Ryan and Deci, 2000
Strecher et al, 1995
Resnicow et al, 2002

### Confidence
- Self-efficacy
- Sources of self-efficacy
- Building self-efficacy
- Role of the health professional

Strecher et al, 1986
Dweck, 1999

### Willpower
- Depleting
- Restoring
- Fueling
- Strengthening
- Role of the health professional

Hagger et al, 2010
Houben and Jansen, 2011

### Ignite! Presentations

### Environment
- Physical
- Role of the health professional

Wansink, 2006

### Midterm Examination
(DEATH through WILLPOWER)

### Break
3/12, 3/14  ENVIRONMENT
   - Social
   - Cultural
   - Role of the health professional
   Salovey et al, 2000
   Christakis and Fowler, 2007

3/19, 3/21, 3/26  COMMUNICATION
   - Clinician-patient
   - Media
   - Interactive media
   - How we process
   - Role of the health professional
   West, 1984
   Maibach et al, 1996
   Wilson, 2007
   Kreuter and McClure, 2004
   Petty, 1995
   Hershey et al, 2005
   Merrienboer and Sweller, 2005

3/28, 4/2, 4/4  CHANGE AGENTS
   - Health care
   - Health plan
   - Employer
   - School
   - Government
   - Role of the health professional

4/9, 4/11  THE FUTURE
   - Health care reform
   - Health informatics
   - Role of the health professional
   Strecher, 2007

4/16  LIFE
    - Values affirmation
    - Self-transcendence
   Harris et al, 2011
   Crocker et al, 2008

4/18  IGNITE! PRESENTATIONS
M. READINGS

There is no required textbook for the course. Readings are in the form of articles and chapters and are available in your online C-Tools program.

DEATH (2 sessions)


HELP (1 session)


BOXES AND ARROWS (2 sessions)


MOTIVATION (3 sessions)


**CONFIDENCE (2 sessions)**


**WILLPOWER (1 session)**


**ENVIRONMENT (3 sessions)**


**COMMUNICATION (3 sessions)**


CHANGE AGENTS (3 sessions)

THE FUTURE (2 sessions)

• Strecher VJ. Internet Methods for Delivering Behavioral and Health-Related Interventions (eHealth), Annual Review of Clinical Psychology 2007; 3:53-76.

LIFE (2 sessions)


