

## UM SPH Department of Health Behavior and Health Education Courses

### HBEHED516 Global Health Anthropological Perspectives (Anthro 416)

- Fall term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):**
  - Offered every year
  - Last offered Fall, 2011
  - **Not offered 2013-2014**
  - **Description:** Master's level lecture course designed to provide an extensive overview of the major initiatives and issues in global health over the past three decades. Anthropological perspectives on and critiques of international health development programs will be emphasized. Readings will focus on examples of anthropology in global public health, and written reactions to these readings, along with two objective exams, will form the basis for course grading. The course constitutes an elective for students in the developing Global Health IC, and will be cross-listed as an upper-division undergraduate course in the Department of Anthropology (LS&A). Although anthropological perspectives will be emphasized no prior anthropological coursework or competencies are expected of students.
  - [Syllabus for HBEHED516](#) (PDF, 224461 bytes, last modified on Thursday, September 29, 2011)
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### HBEHED517 Integrative healthcare, complementary therapies and alternative healing

- Winter term(s)
- 3-4 Credit Hour(s)
- **Instructor(s):** Moriarty, Katie
- **Prerequisites:** Graduate standing or permission of instructor
- **Description:** This course examines principles, practices, uses and outcomes of integrative healthcare, complementary and alternative therapies. Overview of the field with a focus on popular modalities. You learn to use evidence-based criteria to evaluate risk/benefits of selected therapies. Integration of practices will be examined along with ethical, legal and professional issues.
- **Course Goals:** LECTURE/SEMINAR At the completion of the course, the student will be able to: 1. Discuss the history, cultural context and current use of alternative healing; 2. Analyze the empirical and scientific basis of selected complementary therapies; 3. Identify psychological, cultural and spiritual dimensions of alternative healing; 4. Use evidence-based reasoning to evaluate the efficacy, outcomes, cost, and patient satisfaction of selected complementary therapies; 5. Evaluate strategies for incorporating complementary and alternative therapies into clinical practice; 6. Analyze the role of the health professional in relation to patients' decision-making and use of alternative therapies. Mind Body Skills Groups OBJECTIVES Students will learn to: 1. Use mind-body techniques as a means of stress management 2. Expand their level of self-awareness and ability to practice self reflection 3. Identify mind-body techniques that may be helpful for specific health conditions 4. Understand the importance of each person's individual history, experience and capacity for personal growth during healing. 5. Describe the theory and research basis for selected techniques in mind-body medicine
- **Learning Objectives:** LECTURE/SEMINAR At the completion of the course, the student will be able to: 1. Discuss the history, cultural context and current use of alternative healing; 2. Analyze the empirical and scientific basis of selected complementary therapies; 3. Identify psychological, cultural and spiritual dimensions of alternative healing; 4. Use evidence-based reasoning to evaluate the efficacy, outcomes, cost, and patient satisfaction of selected complementary therapies; 5. Evaluate strategies for incorporating complementary and alternative therapies into clinical practice; 6. Analyze the role of the health professional in relation to patients' decision-making and use of alternative therapies. Mind Body Skills Groups OBJECTIVES Students will learn to: 1. Use mind-body techniques as a means of stress management 2. Expand their level of self-awareness and ability to practice self reflection 3. Identify mind-body techniques that may be helpful for specific health conditions 4. Understand the importance of each person's individual history, experience and capacity for personal growth during healing. 5. Describe the theory and research basis for selected techniques in mind-body medicine
- **Competencies:** HBHE COMPETENCIES ADDRESSES 1) Describe the role and interaction of key determinants of health status, health behavior, and health behavior change from a biopsychosocial perspective across the lifespan a. Describe the impact of age, gender, race, socioeconomic status, ethnicity, culture, and biology on health status, health behavior, and health behavior change 3) Apply basic principles of research and evaluation methodology relevant to understanding and modifying health status and health behavior b. Apply quantitative methods, e.g., behavioral surveys and biometrics, to understand health status and design and evaluate public health programs, including appropriate data collection and analysis techniques d. Describe the basic principles of study design

- including interpretation of alternative hypotheses and threats to internal and external validity e. Critique and synthesize scientific evidence, including evidence review f. Translate research findings into public health practice, including dissemination of proven interventions
- This course is cross-listed with NURS516 in the department.
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### **HBEHED530 Techniques of Survey Research**

- Winter term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Staff
  - Offered every year
  - Last offered Winter, 2010
  - **Description:** Techniques of sample interview surveys developed through lecture, research literature, discussion, and experience in design, including sampling considerations; questionnaire construction and interviewing; coding; processing, including adaptation to machine methods; and application, presentation, and evaluation of results. Emphasis on health surveys. A research project is developed as part of the course.
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### **HBEHED540 Fundamentals of Reproductive Health**

- Fall term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Anderson, Frank J.
  - Offered every year
  - Last offered Fall, 2010
  - **Prerequisites:** Recommend prior human physiol course
  - **Description:** The course provides a comprehensive introduction to the field of reproductive health, in the USA and internationally. The course will introduce students to historical trends in the global burden of reproductive ill-health, the social ecology of reproductive risk, clinical health practice, and current controversies in policy and practice. Through a comparative look at reproductive health needs (e.g. maternal morbidity, contraceptive use, STI care and HIV-related services), in a range of diverse social settings, we will critically examine the logic and impact of current international standards for RH policy and practice.
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### **HBEHED550 The Challenge of HIV/AIDS: Strengthening Health Systems in Resource-Poor Settings**

- Winter term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Snow, Rachel
  - **Not offered 2013-2014**
  - **Description:** Over 40 million people are currently infected with HIV, with over ¾ of these living in the poorest countries. While new drugs and social interventions in the North are preventing mother-to-child HIV transmission, and have substantially reduced AIDS-related morbidity and mortality, similar interventions are making limited headway in resource-poor settings – especially those most severely affected by HIV/AIDS. Failure is in part due to funding, but more often a consequence of the underlying weakness of health systems. This course will address the operational and social challenges of implementing HIV prevention and care where health and education systems are weak, and political structures fragile. We will critically evaluate a wide range of health and behavioral interventions that have failed or succeeded in sub-Saharan Africa and South Asia, and explore “why things work”, and attempt to identify models of “best practice” for diverse settings. We will review emerging opportunities posed by the Global Fund and the Millennium Development Goals to use HIV-related donations to leverage improvements in the overall health sector in poor countries.
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### **HBEHED578 Practical Projects**

- Fall, Winter, Spring, Spring-Summer, Summer term(s)
- 1-3 Credit Hour(s)
- **Instructor(s):** Staff
- **Prerequisites:** None
- **Description:** Practical projects in the application of theory and principles of Health Behavior and Health Education to individual and community-based public health settings. Course requirements include an approved practical project related to Health Behavior and Health Education in consultation

with a faculty advisor. THE EXPERIENCE IS REPORTED IN AN INTEGRATIVE PAPER DEMONSTRATING THE SCIENTIFIC APPLICATION OF HBHE THEORIES AND PRINCIPLES TO THE PRACTICAL PROJECT. May be elected more than once. Enrollment limited to Health Behavior and Health Education majors with at least two full terms of prior registration.

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### **HBEHED600 Psychosocial Factors in Health-Related Behavior**

- Fall term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Bauermeister, Jose
  - Offered every year
  - Last offered Fall, 2010
  - **Description:** Psychological and social determinants of health, illness, and sick role behavior, emphasizing the decisional bases for health-related actions. Critical review of models of health behavior. Role of social communication and influence processes in health decisions. Application of concepts from behavioral science to a variety of health problem areas.
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### **HBEHED603 Population Change: Gender, Family & Fertility in Africa and Asia**

- Fall term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Snow, Rachel
  - **Prerequisites:** Permission of instructor required.
  - **Description:** This seminar will review causes and consequences of recent demographic change in Africa and Asia, highlighting emerging trends in gender, family formation and fertility. An exploration of general global and regional trends will be followed by in-depth case-study of five countries: India, China, Burkina Faso, South Africa and Zimbabwe. In each case we will reflect on the relative contributions of demographic pressure, population policies and programs, the international women s movement, and the continuing AIDS epidemic, to the observed trends in sexual behavior, gender norms, marriage, and fertility.
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### **HBEHED605 Human Sexuality across the Life Course**

- Fall term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Bauermeister, Jose
- **Not offered 2013-2014**
- **Description:** This course is designed to provide students with an introduction of the major theories and principles guiding human sexuality as well as recent developments in sexuality health research; develop their understanding of methodological and assessment issues in the study of sexuality; and familiarize them with the extent to which sexuality research and principles inform public health efforts promoting sexual health. Students who successfully complete this course will be able to identify and critically assess: (1) major concepts, theories and perspectives guiding a multidisciplinary understanding of human sexuality; (2) recent developments in sexuality research; (3) methodological aspects in the study of sexuality; and (4) how sexuality research informs public health practice and sexual health education strategies.
- **Course Goals:** This course is designed as an introductory course in human sexuality. Throughout the term, students will learn the major theories and principles guiding an understanding of human sexuality as well as recent developments in sexuality research; develop an understanding of methodological and assessment issues in the study of sexuality; and apply sexuality research and principles to inform public health efforts. This knowledge is considered critical to the development of effective public health behavior and education programs focused on sexual health.
- **Learning Objectives:** By the end of the course, students will be able to identify and critically assess: 1. Major concepts, theories and perspectives guiding a multidisciplinary understanding of human sexuality across the life course; 2. Recent developments in sexuality research; 3. Methodological aspects in the study of sexuality; 4. How sexuality research informs public health practice and how sexual health is promoted in health education strategies.
- **Competencies:** This course addresses HBHE Competency #1: Describe the role and interaction of key determinants of health status, health behavior, and health behavior change from a biopsychosocial perspective across the lifespan. Through assignments and their final project, students will be expected to: (a) describe the epidemiology of a sexual health problem; (b) identify its biological, behavioral, social and educational aspects; and (c) review, select, and apply theoretical constructs for predicting and changing a health behavior related to their outcome of interest. This course also addresses Competency #4 (Describe and apply ethical principles relevant to public health research

and practice) and Competency #6 (Describe and apply the knowledge and skills necessary to interact with diverse individuals and communities). Given the diversity of populations represented in the course, as well as the sensitivity of the sexual health topics addressed in class, students will be encouraged to value sexual diversity, and describe how empirical research and evidence-based practice addresses ethical issues related to the promotion of the public's sexual health and to the practice of sexual health education as a profession. Through active class participation and the facilitation of course readings, these conversations will serve to develop students' perspectives on their professional rights, obligations, and role as a sexual health educators.

- [Syllabus for HBEHED605](#) (PDF, 25058 bytes, last modified on Monday, March 28, 2011)
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### **HBEHED606 Psychosocial Change, Health Behaviors and Chronic Disease Transition: A Global Perspective**

- Fall term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** De Vogli, Roberto
  - **Prerequisites:** Second year graduate students or permission of instructor.
  - **Description:** This course focuses on psychosocial and behavioral risk factors for chronic diseases using a multilevel global perspective. It will first focus on the worldwide rise of chronic diseases. It will then turn on global patterns of the major behavioral, psychosocial and economic determinants of chronic diseases.
  - **Course Goals:** To introduce researchers and health promotion specialists to the dynamics of change in chronic diseases, health behaviors and psychosocial conditions in the context of economic development and globalization.
  - **Learning Objectives:** At the end of the course, students will be able to: a) Understand the linkages between the chronic disease transition and global patterns of behavioral and psychosocial change worldwide; b) Describe major scientific evidence on changes over time on the behavioral and psychosocial determinants of chronic diseases; c) Articulate the main mechanisms by which psychosocial and behavioral determinants of chronic diseases are affected by individual and societal factors; d) Describe the main inter-linkages between economic development, psychosocial factors, health behaviors, chronic disease and wellbeing; e) Critically discuss individual and political health promotion strategies to reduce the burden of chronic diseases and promote wellbeing at the local and global level.
  - **Competencies:** To demonstrate competency in this area, students should: a) Be able to describe patterns of change in chronic disease, health behaviors and psychosocial factors from a global perspective; b) Develop a multilevel theoretical framework explaining how societal factors are linked to health behaviors, psychosocial factors and chronic diseases; c) Explain major global patterns of change in health behaviors in the context of the main social and psychological changes associated with the worldwide diffusion of economic prosperity and globalization; d) Identify multiple level interventions aiming to reduce the growing burden of chronic diseases and promoting wellbeing.
  - [Syllabus for HBEHED606](#) (PDF, 123061 bytes, last modified on Monday, April 16, 2012)
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### **HBEHED610 Issues in Public Health Ethics**

- Fall term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Roberts, Scott
  - Offered every year
  - Last offered Fall, 2010
  - **Prerequisites:** Grad Status
  - **Description:** This course will address a range of issues in public health ethics. The first part of the course will provide an introduction to key ethical frameworks and concepts relevant to public health, and it will describe the overlap and distinctions between public health and medical ethics. The remainder of the course will use a case-based approach to considering ethical dilemmas in several domains, including the following: 1) resource allocation and distributive justice; 2) questions of autonomy and paternalism; 3) health promotion & disease prevention; 4) clinical care; 5) research ethics; and 6) emerging issues in public health ethics. The course will use a blend of lectures and group discussions to consider topics of interest. Students will play an active role in researching, presenting, and writing up case studies that will be used to illustrate ethical concepts and conflicts and to facilitate class discussion.
  - [Syllabus for HBEHED610](#) (PDF, 134522 bytes, last modified on Friday, August 26, 2011)
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### **HBEHED614 Women's Health and the Timing of Reproduction**

- Winter term(s)
  - 3-4 Credit Hour(s)
  - **Instructor(s):** Geronimus, Arline T
  - Offered every other year
  - Last offered Winter, 2011
  - **Not offered 2013-2014**
  - **Prerequisites:** Perm. Instr.
  - **Description:** Applies a systems perspective to examine the personal, social, and cultural factors that influence the age at which women initiate childbearing and the implications of these factors for the health of women and infants. Topics include teenage childbearing, Black American fertility patterns, infant mortality, ethnographic and other research methods, and related policy issues. Reviews current, historical, and cross-cultural examples. Students apply course concepts and methodologies to specific research and policy questions.
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### HBEHED616 Sex, Gender & Vulnerability

- Fall term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Snow, Rachel
  - **Prerequisites:** none
  - **Description:** In this seminar students will review a range of health outcomes for which males and females (globally) have a greater than 20% differential in total burden of disease, and explore the extent to which these differentials reflect underlying genetic differences between the sexes, or differences in gendered social experience. Starting with a critical review of burden of disease (BOD) data sources, students will gain familiarity with the sources, strengths and limitations of these data (i.e. source of disability weights, debates over age-adjustment and discounting), and gain confidence using regional and global disability-adjusted life year (DALY) data. The majority of sessions will focus on a specific health outcome with a significant sex-based differential in the global DALY, such as TB, blindness, HIV, unintentional injury, depression, interpersonal violence, lung cancer, and several others. For each condition, the class will review the patho-physiology, and the extent to which sex differentials are attributable to genetic sex, or to gendered experience, a complex interplay of both, or unknown. Students will undertake a class project on a given health condition - including a data report on sex differentials in prevalence or incidence, a diagnostic presentation attributing vulnerability to genetic sex, gendered experience, or both; and a gendered critique of prevailing interventions to prevent or reduce the health condition. The seminar should provide students with a sound diagnostic perspective on how to investigate the social versus genetic causes of "illness inequality", strengthening both their theoretical and methodological public health training.
  - **Course Goals:** Goals of the course include to: 1) Familiarize students with the burden of disease data sources, their critical limitations, and public health value; 2) Impart up-to-date information on the biology of sex differences in human physiology and patho-physiology for select health conditions; 3) Expose students to case material illustrating the diversity of ways in which gender is manifest in different cultural spaces, and how gender norms can both harm and protect health; 4) Cultivate skills for the critical evaluation of interventions; 5) Strengthen theoretical and methodological training in "illness inequality".
  - **Learning Objectives:** 1) Gain familiarity with global data resources on the burden of disease, learn to use them critically and effectively, and communicate them to others; 2) Improve understanding of the biology of human sex differences, as relevant to specific health outcomes; 3) Improve theoretical and practical understanding of what is meant by "gender", its variations and measures, and its direct relevance to select health outcomes; 4) Critical thinking; 5) Improved ability to read the public health literature; 6) Improved presentation skills.
  - **Competencies:** The following HBHE competencies (Nov 21, 2008 version) will be addressed: 1. a, b, c, d; 2. a, b, c, d, f; 3. b, d, e, g, 8. a, b, c, e;
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### HBEHED620 Behavioral Research Methods in Public Health

- Fall term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Morrel-Samuels, Palmer
- Offered every year
- Last offered Fall, 2010
- **Description:** Principles of design of behavioral research on public health problems and programs. Objectives, philosophy, and methods of science including causal inference, the role of hypotheses, criteria for establishing adequate hypotheses, research designs and data collection techniques. Formulation of a research problem within a program setting.

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## HBEHED621 Seminar in Behavioral Research Methods in Public Health

- Fall term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Bauermeister, Jose
- Offered every year
- Last offered Fall, 2010
- **Prerequisites:** HBHE 620 or equiv.
- **Description:** Intensive analysis of selected topics; characteristics and advantages of alternative types of studies; purposes of various experimental designs; development of methodology for program evaluation; interviewing and questionnaire construction and problems in analysis of data, with particular emphasis on problems of spuriousness

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## HBEHED622 Program Evaluation in Health Education

- Fall term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Janevic, Mary
- Offered every year
- Last offered Fall, 2010
- **Prerequisites:** Biostat 503 or equiv. and a course dealing with health education program development
- **Description:** Examination and application, through a series of exercises, of several program evaluation models relevant for health education, including the goal attainment, goal-free, systems responsive, and decision-theoretic models, with emphasis on both process and impact analysis. Design options for measuring program effect, with the associated threats and external validity, are discussed, and several basic statistical techniques are reviewed and examined in terms of their applicability to program evaluation, including sampling and sample size determination for both surveys and experiments.

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## HBEHED623 Racial/Ethnic Health Disparities

- Winter term(s)
- 3 Credit Hour(s)
- **Instructor(s):**
- Last offered Winter, 2012
- **Description:** This course focuses on how public health has responded to the unique health and mental health problems of ethnic "minority" groups with emphasis on African Americans. The course focuses on various models of mental disorder and how those models are operationally defined in community and clinical studies, with particular attention paid to group differences in diagnosis and epidemiologic case-finding. Emphasis is also placed on risk and protective factors such as stress, social support, identity, discrimination, acculturation, and coping capacity.
- This course is cross-listed with 602 in the Social Work department.

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## HBEHED624 Need Assessment Methods for Behavioral and Educational Health Programs

- Fall term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Neighbors, Harold
- Offered every year
- Last offered Fall, 2010
- **Prerequisites:** None
- **Description:** This course is for the student who is interested in gaining knowledge and skills about different methodological approaches to conducting public health needs assessment. The course reviews the use of both methods of primary data collection (e.g., structured surveys, focus groups, and key informant in-depth interviews) supplemented by the use of secondary data (e.g., agency, state or national statistics, archival, and census data). The course emphasizes feasible, practical and inexpensive methods for assessing community needs and assets. The Public Health Needs Assessment will be conceptualized as a research methodology and process for development and prioritizing behavioral and educational health programs. The major emphasis of the class is placed upon "real-world" needs assessment projects conducted by students (working in groups) for local community-based and public health organizations and community residents in the Southeast

Michigan area. This course includes an in-field lab component: five-sessions will be conducted working on primary and secondary data collection projects at community organization sites.

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### **HBEHED625 Research in Health Behavior**

- Fall, Winter, Spring, Spring-Summer, Summer term(s)
  - 1-4 Credit Hour(s)
  - **Instructor(s):** Staff
  - **Prerequisites:** Perm. Inst.
  - **Description:** Individual work on a problem in the area of health behavior relevant to program effectiveness in public health, under the tutorial guidance of an appropriate staff member. Regular conferences are arranged to discuss research designs, proposed problem solutions, methods for data collection and analysis. The investigation is reported in a paper, which may be submitted for publication. May be elected more than once.
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### **HBEHED627 Chronic Illness Interventions: Infancy to Young Adulthood**

- Fall term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Connell, Cathleen
  - Offered every year
  - Last offered Fall, 2010
  - **Not offered 2013-2014**
  - **Prerequisites:** Perm. Instr.
  - **Description:** This course examines intervention efforts aimed at the self-management of chronic illness from a lifespan perspective with a focus on infancy, childhood, adolescence, and young adulthood. Theoretical and conceptual frameworks for viewing chronic illness in the context of individual and family development will be discussed. Specific examples of health education interventions for selected chronic illnesses and school-based approaches to cardiovascular risk reduction will be examined. The appropriate developmental tasks and psychosocial and cognitive stages for individuals and their implications for the self-management of chronic illness will be described. The format of the course will rely heavily on structured and informed discussion. A brief overview will be provided each week, followed by exchange generated by discussion questions for each week's reading assignments as well as small group exercises. Student presentations based on a wide variety of chronic illnesses will be scheduled throughout the course.
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### **HBEHED628 Chronic Illness Interventions: Midlife to Older Adulthood**

- Winter term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Connell, Cathleen
  - Last offered Winter, 2011
  - **Not offered 2013-2014**
  - **Prerequisites:** Graduate standing
  - **Description:** This course examines intervention efforts aimed at the self-management of chronic illness from a lifespan perspective with a focus on midlife and older adulthood. Theoretical and conceptual frameworks for viewing chronic illness in the context of individual and family development will be discussed. Specific examples of health education interventions for selected chronic illnesses will be examined, including diabetes, arthritis, asthma, health disease, COPD, and HIV/AIDS. The appropriate developmental tasks and psychosocial and cognitive stages for individuals and their implications for the self-management of chronic illness will be described. The impact of comorbidity, depression, coping, resilience, social support, and self-efficacy on self-management and the role of family caregivers will be discussed. The format of the course will rely heavily on structured and informed discussion. A brief overview will be provided each week, followed by exchange generated by discussion questions for each week's reading assignments as well as small group exercises. Student presentations based on a wide variety of chronic illnesses will be scheduled throughout the course.
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### **HBEHED629 Families and Health**

- Fall term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Chatters, Linda

- Offered every year
  - Last offered Fall, 2010
  - **Prerequisites:** Grad Status
  - **Description:** This course will examine families as a primary context for understanding health and health-related behaviors. Major topics include: 1) models and theories of the family, 2) history and current status of family-based practice, 3) the impact of demographic trends and their impact on family structure and functioning, 4) family diversity with respect to social status groups, ethnicity, and culture and their implications for understanding health phenomena, 5) families as the context for socialization to health beliefs and practices, 6) the provision of family-based care, and 7) health profiles of family members and their family roles.
  - This course is cross-listed with HB727 (School of Social Work) in the School of Social Work department.
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### **HBEHED630 Aging and Health Behavior**

- Winter term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Connell, Cathleen
  - Offered every year
  - Last offered Winter, 2011
  - **Not offered 2013-2014**
  - **Prerequisites:** Graduate standing
  - **Description:** This course provides an overview of trends in aging and health with a particular focus on health behaviors and health promotion. Age-related changes in health and health behavior and the impact of societal and personal attitudes toward aging on health behaviors will be discussed. Successful aging, an emerging paradigm for gerontology, will frame discussion of strategies for facilitating optimal health behaviors among older adults. Current recommendations and practices and multi-level interventions will be presented for physical activity, smoking, obesity, weight management, nutrition education, immunizations, and cancer screenings. Recent evidence of the impact of health behaviors on brain health and the prevention of cognitive decline will be discussed.
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### **HBEHED631 Budget Practices for Public Health Programs**

- Winter term(s)
  - 2 Credit Hour(s)
  - **Instructor(s):** Friedman Milanovich, Amy
  - **Prerequisites:** Prior completion of HBHE651 Program Development in Health Education
  - **Description:** Budget Practices for Public Health Programs is a series of 13 two-hour sessions which provides an introduction to budgeting relevant to managing public health programs. Students will learn basic principles and strategies of program and organizational budgeting, and will gain practical experience building and managing budgets.
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### **HBEHED632 Racial/ Ethnic Health Disparities Research and Interventions**

- Fall term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Staff
  - **Prerequisites:** N/A
  - **Description:** The primary objective of this one-semester, three-credit course is to provide a forum for reviewing and critically analyzing basic issues in conducting research on racial and ethnic health disparities and to help students become educated consumers and producers of scientific work characterized under this umbrella.
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### **HBEHED633 Social Networks and Social Support in Health Education**

- Winter term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Caldwell, Cleo
- **Prerequisites:** Perm. Instr. and Grad Status
- **Description:** Review and analysis of theory and empirical evidence concerning social networks and social support and their relationship to health status and health behavior. Examines utilization of social networks in health education programs, e.g., family network interventions, self-help groups, "natural helpers", community organizing.

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## HBEHED636 Qualitative Methods and Participatory Action Research

- Winter term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Israel, Barbara
- **Not offered 2013-2014**
- **Prerequisites:** Perm. Instr. and Grad Status
- **Description:** Examines when and how to use appropriate methods of qualitative data collection (e.g., structured and unstructured interviews, observations, group interviews) and data analysis (e.g., constant comparative method, coding schemes, theme memos). Research design issues will be discussed along with the use of qualitative data for health education theory building and program planning. Emphasis will be placed on the use of qualitative methods within a participatory action research framework.

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## HBEHED638 Qualitative Methods in Public Health

- Winter term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Staff
- Last offered Winter, 2012
- **Prerequisites:** Permission of Instructor
- **Description:** This is a course about doing qualitative social research in public health. One of its major goals is very practical and down to earth: acquiring the strategies and techniques needed to conduct qualitative research on human behavior. But the course also aspires to understand the philosophical, ethical, and political issues involved in the practice of social science within public health. The course will focus upon five phases of the research process: 1) pre-research dilemmas and decisions, 2) theory and the formulation of the research question or hypothesis, 3) design, sampling, and data collection, 4) stages of data analysis, and 5) the implications of qualitative knowledge for representation of "subjects" and the expression of this knowledge in the form of written reports or publications.
- [Syllabus for HBEHED638](#) (PDF, 162952 bytes, last modified on Thursday, September 29, 2011)

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## HBEHED640 Community Organization for Health Education

- Fall term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Israel, Barbara
- Offered every year
- Last offered Fall, 2008
- **Prerequisites:** Perm. Instr. and Grad Status
- **Description:** Examines social and structural factors associated with health and illness; concepts and theories regarding planned change and community; and models and principles of community organization practice for health education. Several models of community organization are analyzed along the dimensions of: community diagnosis needs assessment, selection and implementation of action strategies, evaluation research, role of the professional and ethical considerations.

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## HBEHED641 Materials and Methods in Health Education Programs

- Winter term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Staff
  - Offered every year
  - Last offered Winter, 2011
  - **Prerequisites:** Perm. Instr.
  - **Description:** The goal of this course is to enable participants to select and use learning materials and methods in health education programs. The course consists of in-class sessions where various materials and media are demonstrated and their utility as enhancements to learning discussed. Technical and production aspects of materials and media are considered in several lab sessions. Students are required to produce health education materials or develop learning activities through fieldwork in addition to in-class and lab sessions.
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## HBEHED644 Readings in Health Behavior and Health Education

- Fall, Winter, Spring, Spring-Summer, Summer term(s)
  - 1-6 Credit Hour(s)
  - **Instructor(s):** Staff
  - **Prerequisites:** Perm. Instr.
  - **Description:** Review of literature on selected topics in health behavior, health education or related areas under guidance of faculty member. Critical analysis; written and oral reports. May be taken more than once for a total not to exceed 6 credit hours.
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## HBEHED650 Power and Social Justice in Global Health

- Winter term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** De Vogli, Roberto
  - **Prerequisites:** No Prerequisites
  - **Description:** This course introduces researchers and health educators to critically examine how global social, economic, and political forces influence health and health inequalities between and within countries. The central focus of this course is to understand the mechanisms by which the distribution of power and economic resources globally and nationally affects the health status of nations and social groups. By emphasizing a broad integrative framework based on power and social justice, this course will help health educators to better understand the forces that have widened health and wealth inequalities worldwide and within societies. By looking critically at key points of conflict between interest groups in society, this course will also provide researchers and health educators with conceptual and analytical tools to understand the context within which health promotion interventions are designed and implemented. Finally, by unveiling the upstream causes of global health, this class will encourage students to envision social and community actions that can promote global health and a fairer distribution of power and wealth at the local, national or international level.
  - **Course Goals:** To introduce researchers and health promotion specialists to relations of power and issues of social justice explaining wealth and health inequalities at the national, regional and global level.
  - **Competencies:** At the end of the course, students will be able to: a) Define concepts, theories and the major players in the field of global health; b) Understand global trends in health and wealth inequalities between and within countries; c) Describe and know how to access major global databases on health and macro social and policy indicators; d) Analyze the critical role of the UN, WHO, international financial institutions and transnational corporations in the field of global health; e) Examine how theoretical frameworks of political economy, empowerment, social justice and community organizing can be used in global health promotion; f) Describe and contrast policy reforms and proposals to promote a fairer distribution of power, wealth and health at the global level; g) Critically examine the role of global civic society in bringing about changes in democracy, social justice and global health.
  - [Syllabus for HBEHED650](#) (PDF, 104562 bytes, last modified on Monday, April 16, 2012)
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## HBEHED651 Program Development in Health Education

- Winter term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Staff
  - Offered every year
  - Last offered Winter, 2011
  - **Prerequisites:** Perm. Instr.
  - **Description:** Focuses on design of effective learning programs: specification of objectives, selection and organization of learning activities, and program assessment. Moves between theoretical bases for program development and examination of applications. Initial sessions focus on framework for development of health education. Subsequent sessions center on specific components of program design and particular applications.
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## HBEHED652 Group Process in Health Education

- Winter term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Israel, Barbara
- Offered every other year

- Last offered Winter, 2009
  - **Prerequisites:** Perm. Instr.
  - **Description:** Examines concepts, theories, and research in the field of group dynamics with particular application to health education. Emphasis on developing skills for observing, assessing, participating in, facilitating and evaluating small groups.
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### **HBEHED653 Evidence-Informed Decision Making for 21st Century Health Care**

- Winter term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Veinot, Tiffany
  - **Description:** Health consumers now have unprecedented access to health information, from published research to consumer health websites to electronic health records to peer narratives. Yet, consumers face challenges in acquiring, assessing and using health information. There is a growing need for professionals to support consumers in navigating the sea of information.
  - **Course Goals:** Health care consumers/patients now have unprecedented access to health information, from published research to consumer health websites to electronic health records to peer narratives. At the same time, health care and disease management is increasingly moving from formal institutions to homes and communities. Nevertheless, consumers/patients also face tremendous challenges in acquiring, assessing and using health information. There is a growing need for professionals to support health care consumers/patients in their efforts to effectively navigate this sea of information. In this course, students learn how to apply an information perspective to health-related decisions faced by consumers/patients in the digital era. Students learn how to search health sciences research literature using a range of reference, bibliographic and pre-filtered ("evidence-based") sources. They also learn to apply evidence assessment techniques, including critical appraisal methods, to the health sciences literature. Students learn how to apply basic methods of research synthesis to health-related questions, and evaluate strategies for personalizing evidence for consumers/patients. Students will also apply the skills needed to train and support consumers/patients in effectively using key health sciences resources. **LEARNING OBJECTIVES**
    - Summarize, analyze and evaluate key features of a range of health sciences information sources.
    - Implement effective searches for health sciences information, and successfully evaluate search results.
    - Generate and implement training in optimal use of health information sources.
    - Critically appraise published health research.
    - Apply basic methods of research synthesis to health-related questions.
    - Evaluate strategies for personalizing evidence for consumers/patients.
  - **Competencies:** The course directly supports the following HBHE competency: 3) Apply basic principles of research and evaluation methodology relevant to understanding and modifying health status and health behavior While relevant to all sub-competencies within 3), the course is particularly targeted towards: e. Critique and synthesize scientific evidence, including evidence review and f. Translate research findings into public health practice, including dissemination of proven interventions
  - This course is cross-listed with SI 653 in the department.
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### **HBEHED660 Theory, Research and Practice in Adolescent Health**

- Fall term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Caldwell, Cleo
  - Offered every other year
  - **Prerequisites:** Grad Status
  - **Description:** Examines educational efforts designed to promote better health outcomes among adolescents. Review developmental theories, research, and interventions to promote health in this population. Addresses various contexts for intervention programs and their implications. Topics covered include, but are not limited to, the effects of peer and family influences on health, resiliency, violence, alcohol and drug use, and sexual behavior.
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### **HBEHED661 Designing Sticky Communications for Health Advocacy, Education, and Mass Media**

- Winter term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Zikmund-Fisher, Brian
- Last offered Winter, 2011
- **Description:** This class will identify and discuss a set of broadly applicable message design principles that distinguish between health education and promotion messages that are likely to "stick" in recipients' minds and potentially be persuasive versus those which may fail to have

long-term impact. We will draw on literatures from social marketing, decision psychology, and education to deconstruct at the most basic level what made some of the most memorable health campaigns (and other messages) so powerful, using frameworks and examples from the bestselling and well researched books *Made to Stick: Why Some Ideas Survive and Others Die* and *Influence: Science and Practice*. Multiple exercises will build students' competency in the practical application of these message design skills in mass media relations and advocacy (e.g., public service announcements, news releases, interviews). The course use a variety of targeted examples and case studies, which will examine topics such as celebrity effects (e.g., Katie Couric's colonoscopy), efforts to change professional behavior (e.g., handwashing), and translating health statistics into compelling meanings. We will pay particular attention to the potential uses (and misuses) of first-person narratives. Guest speakers will include professionals from the university's public relations offices and practicing journalists.

- **Course Goals:** 1) To define the characteristics of memorable ("sticky") health messages 2) To build the skills necessary for effective communication of health-related scientific results and advocacy messages through mass media channels 3) To critically evaluate the message design components of existing health public service announcements and health messages
- **Learning Objectives:** Students taking this course should develop a practical understanding of: a. The psychological and marketing principles common to particularly memorable messages b. The ways that such principles can be applied to the design of health messages c. Some of the different communication formats that public health officials can use to promote health messages in mass media outlets
- **Competencies:** The following are HBHE competencies that will be at least partially considered in this class. 2a Identify theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice (E1) 2e. Apply behavior change theory principles across different settings and audiences (F4) 3f. Translate research findings into public health practice, including dissemination of proven interventions 3g. Be able to make an effective scientific presentation 4e. Identify conflicts between ethical principles that commonly occur in public health practice (e.g., individual rights vs. the "common good") (J8) 5d. Apply the appropriate intervention channel and strategy (e.g., policy, mass media, social marketing, one on one counseling) to specific health problems and conditions 5h. Apply key principles of health communication in design of program content and format

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## **HBEHED662 Risk Communication: Theory, Techniques, and Applications in Health**

- Fall term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Zikmund-Fisher, Brian
- Offered every year
- Last offered Fall, 2012
- **Prerequisites:** None
- **Description:** This course will draw upon economic, psychological, and scientific / medical concepts of risk to provide students with both a theoretical and practical understanding of when and why people feel their health is "at risk." The course will then focus on skill building, especially as related to three practical applications: (i) the use of evidence-based techniques to increase comprehension and understanding of epidemiological data and other numerical risk statistics in reports to the public, patient decision aids, and health interventions, (ii) the identification and use of expert and lay-person mental models of health risks for public health intervention design and (iii) the communication of risk information to communities, the media, and policy makers during public health crises. It will also survey a broad range of risk communication research, covering topics as varied as (a) various ways that providing or withholding contextual risk information can alter message recipients' risk perceptions, (b) the relationship between individual risk perceptions and willingness to undertake preventive health behaviors, and (c) some of the unique issues which arise in communications of genetic risk. The course is designed for Masters' level students but may be taken by PhD students
- **Course Goals:** 1. To provide students with both a theoretical and practical understanding of when and why people feel their health is "at risk." 2. To build students' competency in three practical applications of risk communication: (i) the use of evidence-based techniques to increase comprehension and understanding of epidemiological data and other numerical risk statistics in reports to the public, patient decision aids, and health interventions, (ii) the identification and use of expert and lay-person mental models of health risks for public health intervention design and (iii) the communication of risk information to communities, the media, and policy makers during public health crises. 3. To survey a broad range of risk communication research, covering topics as varied as (a) various ways that providing or withholding contextual risk information can alter message recipients' risk perceptions, (b) the relationship between individual risk perceptions and willingness to undertake preventive health behaviors, and (c) some of the unique issues which arise in

communications of genetic risk.

- **Learning Objectives:** Students taking this course should develop a practical understanding of: a. the many factors which affect both whether individuals feel "at risk" and the magnitude of their risk perceptions; b. best practices for communicating risk statistics (and other types of quantitative data) to maximize understanding and usability; c. key principles to rely upon when communicating to communities and/or the media (journalists) about current or future health risks; d. the mental models approach to the design of risk communications; and e. the many applications of risk communication "best practices" to the design of patient decision aids, genetic counseling materials, reports of environmental exposure studies, summaries of epidemiological findings, and behavior change intervention materials.
- **Competencies:** 2a. Identify theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice (E1) 2b. Describe how theory is useful in better understanding why individuals do or do not engage in health behaviors 2d. Understand the merits of using theory to inform interventions and their evaluation in public health 2f. Recognize the need to adapt programs and messages when applying theory in diverse populations 3e. Critique and synthesize scientific evidence, including evidence review 3f. Translate research findings into public health practice, including dissemination of proven interventions 3g. Be able to make an effective scientific presentation 5h. Apply key principles of health communication in design of program content and format

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### HBEHED668 Health Communications for Public Health

- Fall term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Resnicow, Ken
- Offered every year
- Last offered Fall, 2010
- **Prerequisites:** HBHE 600
- **Description:** From one-on-one health counseling to broad-based social marketing campaigns, a vast body of research over the past twenty years has demonstrated that numerous dimensions of health communications, including message format, receiver characteristics, and delivery channel can affect program impact. This course will address key considerations for constructing effective health communications including the application of behavior change theories and general marketing principles. Selected prior and current health promotion campaigns will be critically reviewed and students will be asked to develop a health communication intervention or social marketing campaign. Occasional guest lecturers, actively involved in development of health communication interventions will be integrated into the syllabus.

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### HBEHED669 Genetics, Health Behavior, and Health Education

- Winter term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Roberts, Scott
- **Prerequisites:** SPH student or permission of instructor
- **Description:** This course addresses the following topics: genetics and risk communication; ethical issues in genetics research; the psychological and behavioral impact of genetic testing; public and professional knowledge and attitudes about genetics; health education needs in genetics; and emerging issues in the field (e.g., computerized delivery of genetic counseling services).
- [Syllabus for HBEHED669](#) (PDF, 143934 bytes, last modified on Friday, August 26, 2011)

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### HBEHED670 The Stress Process

- Winter term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Krause, Neal M
- Offered every year
- Last offered Winter, 2011
- **Not offered 2013-2014**
- **Prerequisites:** Grad Status
- **Description:** This course examines the definition, measurement, and epidemiology of stressful life events. Consideration is given to the coping strategies and resources used by individuals who are confronted with stressful events (e.g., chronic illness and impairment, death of spouse, financial hardships). An emphasis is placed on the impact of life stressors on alcohol and drug use, mental disorders, physical health problems, and the utilization of health care services. Special topics include

gender as well as racial and ethnic differences in the stress process. An emphasis is also placed on linking emerging models of the stress process with efforts to develop intervention programs.

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### **HBEHED671 Motivational Interviewing in Public Health**

- Winter term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Resnicow, Ken
  - Offered every year
  - Last offered Winter, 2011
  - **Prerequisites:** HBEHED600, Perm Instr.
  - **Description:** In the past few years, there has been increased interest in using motivational interviewing (MI) in public health and medical settings. Originally developed for the treatment of addictive behaviors, MI has recently been used to address chronic disease and other public health conditions, such as smoking, diet, physical activity, diabetes management, and medical adherence. At its core, MI is a method for assisting individuals to work through their ambivalence about behavior change. Deeply rooted in the person-centered philosophy of Carl Rogers, MI counselors are trained to rely heavily on reflective listening, more so than direct questioning, persuasion, or provision of advice. This course will provide participants with an in-depth overview of MI and provide opportunities to practice the core techniques.
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### **HBEHED680 Youth Violence: Issues and Prevention**

- Winter term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Stoddard, Sarah
  - Last offered Winter, 2011
  - **Prerequisites:** Grad Status or NERS 484
  - **Description:** This course is designed to provide students with an understanding of intentional injury generally and adolescent violence-related injury in particular as a significant public health problem that is amenable to preventive measures in the same way as other public health problems. It will provide students with a comprehensive overview of the many issues associated with youth violence. The course will acquaint students with injury control theory more generally and cover the epidemiology of major violence-related injuries including disparities, social determinants as well as risk and resiliency factors associated with intentional injury. Topics to be covered include violence in schools, family (e.g., domestic violence) and peer (e.g., dating violence) influences, suicide, alcohol and drug use, firearms, and violence in the media. They will also learn about conceptual and theoretical models describing the etiology of adolescent violence-related injury and gain an understanding of how such frameworks influence the development of prevention programs. The course presents examples from local communities who are actively involved in youth violence prevention. The course will be linked to activities of the CDC funded Youth Violence Prevention Center and will include discussions with community partners. The course will be working with the Office of Community Based Public Health (OCPBH) to create student mini projects.
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### **HBEHED686 Theory-driven Interventions Targeting Individual Behavior Change**

- Winter term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Janz, Nancy K
  - Offered every year
  - Last offered Winter, 2011
  - **Prerequisites:** HBHE doctoral students & HBHE 600 or HBHE 600 & Perm Instr
  - **Description:** This course will involve an in-depth examination of models of health behavior with an emphasis on measurement issues and application of health behavior theory in intervention research. Major issues/constructs to be discussed include: gender differences in health, quality of life, value expectancy models, self-efficacy, patient adherence and the influence of patient-provider relationships. Discussions of research findings and current directions in health education and behavior change will emphasize areas related to women's health.
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### **HBEHED690 Environmental Health Promotion**

- Fall term(s)
- 3 Credit Hour(s)

- **Instructor(s):** Schulz, Amy
  - Offered every year
  - Last offered Fall, 2010
  - **Prerequisites:** HBHE 600 or Permission of Instructor
  - **Description:** This class applies health education principles towards understanding and intervening on different environmental hazards. The course will review various kinds of environmental issues, including biochemical toxins, physical hazards, and psychosocial stressors. Students will learn about select datasources from which they may obtain environmental health information. The course will examine the literature on risk and environmental health education and explore how health educators can use resources and conceptual tools to address environmental concerns. This course will also examine case studies from individual communities as focal points for discussion. Based on these case studies, students will explore whether extant theories and approaches can help protect vulnerable populations, insure environmental justice, and reduce health disparities. The format of this class is a combination of lecture and discussion.
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### **HBEHED693 Seminar on Health and Poverty**

- Winter term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Geronimus, Arline T
  - Offered every other year
  - **Not offered 2013-2014**
  - **Description:** Explores dimensions of poverty in terms of the interrelationships of socioeconomic status, racism, minority status and health. The focus is on the United States and topics discussed include different conceptualizations of and perspectives on the relationship of poverty to health, issues in child and family health, in urban and rural poverty and health, and issues relevant to improving health services and health policy targeted at socioeconomically disadvantaged populations.
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### **HBEHED698 Health Behavior and Health Education Capstone, Year 1**

- Fall term(s)
  - 1.5 Credit Hour(s)
  - **Instructor(s):** Willard, Nancy
  - **Description:** HBHE 698 is required by students enrolled in the Master's program in HBHE. Students engage in a synthesis of knowledge formation in health behavior and health education. This course supports the competency-based ePortfolio requirement. This first year of Capstone gives special attention to internship placement.
  - **Course Goals:** Support for Completion of ePortfolio requirement: First round of Competency Reflections & Presentation Portfolio. Support for completion of Pre-Internship Requirement- HBHE Internship Learning Objectives. Professional development and networking opportunities with UM HBHE alumni.
  - **Competencies:** First year competency integration.
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### **HBEHED699 Health Behavior and Health Education Capstone, Year 2**

- Fall, Winter term(s)
  - 1-2 Credit Hour(s)
  - **Instructor(s):** Willard, Nancy
  - **Description:** HBHE 699 is required by students enrolled in the Master's program in HBHE. Students engage in a synthesis of knowledge formation in health behavior and health education. This course supports the competency-based ePortfolio requirement. This second year of Capstone gives special attention to professional development and job placement.
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### **HBEHED700 Advanced Quantitative Methods in Health Behavior**

- Fall term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Bauermeister, Jose
- **Prerequisites:** HBEHED 620 or 621; BIostat 503 and 523 or equivalent
- **Description:** This course is an advanced research methods course focused on the quantitative conceptualization and analysis of health behavior research. The course emphasizes the application of multivariate regression to practical questions in public health, and includes an overview of three regression-related techniques: Structural Equation Modeling (SEM), hierarchical linear modeling

(HLM), and growth curve modeling (GCM).

- **Course Goals:** By the end of the course, students will be able to: 1. Frame their research questions and propose an analysis plan; 2. Design empirical tests to examine their questions using appropriate statistical techniques; 3. Select and interpret adequate multivariate analyses; 4. Use SPSS, EQS, and HLM to analyze research questions in large-scale datasets; 5. Write-up the research results in a scholarly journal format.
  - **Learning Objectives:** The course interweaves instruction in several skills: framing research questions, statistical theory, computing using quantitative methods, converting data into usable displays (tables and graphs), learning to use large-scale longitudinal databases, designing empirical tests to examine research and evaluation questions using appropriate statistical techniques, and interpreting results. A particular emphasis in the course - one that will take up much of students' time - is learning how to write up research results in a format that is appropriate for presentation in scholarly journals. Because the course emphasizes secondary analysis of existing data, rather than the collection of new data, we treat issues of research design within the context of large-scale quasi-experimental studies. Students who are successful in this course will have many skills: (a) competence with SPSS, EQS, and HLM software, (b) capability of relatively sophisticated secondary analysis with large datasets, (c) ability to pose and investigate their own research questions, (d) interpretation of findings in terms of their importance for research and program evaluation, and (e) the ability to write competently about their findings. Doctoral students are encouraged to use the course's content as they develop their prospectus and dissertation ideas.
  - **Competencies:** This course addresses HBHE Competency #3: Apply basic principles of research and evaluation methodology relevant to understanding and modifying health status and health behavior. As part of the course, students will be expected to: (a) describe strengths and limitations of various research and evaluation designs for assessing health education programs; (b) select appropriate measures for collecting necessary data, particularly on determinants of health-related behavior, on behavioral change, and on related outcomes; (c) describe procedures for simple analysis of research and evaluation data pertinent to health education; and (d) evaluate reports of relevant studies in terms of research criteria. This course also meets HBHE Competency #1: Describe the role and interaction of key determinants of health status, health behavior, and health behavior change from a biopsychosocial perspective across the lifespan. Through assignments and their final project, students will be expected to: (a) describe a health problem's epidemiology; (b) identify its behavioral, social and educational aspects; and (c) review, select, and apply theoretical constructs for predicting and changing health behavior.
  - [Syllabus for HBEHED700](#) (PDF, 57438 bytes, last modified on Monday, March 28, 2011)
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## HBEHED702 Reducing Racial/Ethnic Health Disparities

- Winter term(s)
  - 1.5 Credit Hour(s)
  - **Instructor(s):** Neighbors, Harold
  - **Prerequisites:** Permission of instructor, graduate standing. The course is primarily for doctoral students.
  - **Description:** This interdisciplinary, graduate level seminar is designed to: 1) explore in an in-depth fashion racial/ethnic disparities in health in the United States and approaches to reducing those disparities; and 2) to support the development of scholars prepared at the doctoral level to pursue research and interventions to address these disparities. Weekly seminar discussions will focus on summary, discussion (of theory, content and methods), and critique of articles on racial and ethnic health disparities from a variety of disciplinary perspectives (e.g., sociology, political science, health behavior and health education, epidemiology, health management and policy, urban planning, psychology). The seminar will focus on developing a rigorous critical analysis of these disparities and an understanding of the potentials and limitations of various approaches to addressing them (e.g., health care system, behavioral strategies, community change, and policy interventions). As part of the seminar, participants will present and engage in critical discussion of their own emergent research interests. Grades will be given at the end of the second semester of the two-semester course sequence.
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## HBEHED710 Special MPH Topics in Health Behavior and Health Education

- Fall, Winter term(s)
- 1-6 Credit Hour(s)
- **Instructor(s):** Staff
- **Description:** Master's level seminar designed to provide an extensive review of a number of substantive and methods and skill areas in health behavior and health education. Readings, discussion and assignments are organized around issues of mutual interest to faculty and students.

Reviews and reports on topics required in the areas selected. May be elected more than once.

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### **HBEHED733 COMMUNITY-BASED PARTICIPATORY RESEARCH (CBPR)**

- Winter term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Israel, Barbara
  - **Prerequisites:** Doctoral Student or Advanced Masters Students with permission
  - **Description:** The involvement of community members in research and scholarship has emerged as a critical component for public health research. This doctoral student seminar focuses on the ways in which researchers and community members collaborate to conduct research that leads to community change, and improvement in health and quality of life. Such efforts often call for clarifications and/or redefinitions of: scientists' roles and methods, the knowledge development roles of participating community members, and the varying meanings of "community." Attention will be paid to scholarly debates, practical, and methodological issues in the conduct of community-based participatory research. This seminar will address the major issues and methods involved in conducting community-based participatory research across different disciplines. It provides the opportunity for graduate students from different schools and departments to come together to share perspectives, develop new skills and explore how they can apply this learning to community-based participatory research projects.
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### **HBEHED800 Seminar in Health Behavior and Health Education**

- Fall term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Zimmerman, Marc
  - Offered every year
  - Last offered Fall, 2009
  - **Description:** Advanced study of principles of health behavior, educational and motivational approaches to improve health, and research and evaluative issues in health behavior and health education. Includes discussion of behavioral science and health education applications to public health, with special topics selected by students for review and discussion. Designed for doctoral students in Health Behavior and Health Education. May be elected more than once.
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### **HBEHED823 Structural Influences on Health and Social Behavior**

- Fall term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Geronimus, Arline T
- Last offered Fall, 2010
- **Prerequisites:** permission of instructor
- **Description:** This doctoral seminar will draw on the public health and biomedical literature and also on constructs and literature from sociology, psychology, history, anthropology and demography to demonstrate how multi-disciplinary theories and findings can be integrated to suggest a social-structural context for current public health problems. This structural understanding is designed to help HBHE doctoral students to reach candidacy with the ability to recognize the social patterning of health problems, and to discuss analytically the social structural influences, opportunities, and constraints affecting individual and social behavior, and, thereby, to develop research hypotheses and interventions or policies that take these into account. The course stresses the development of critical thinking skills, helps students recognize the social patterning of health problems, the historical influences on current health inequalities, and the ways that individual health knowledge and behavior can be reflexive, socially situated, and embedded within larger social, cultural, and historical contexts. The course also considers ways that structural forces may work through material, social psychological, and ultimately biological mechanisms to exert an impact on morbidity and mortality.
- **Course Goals:** The goal of this course is to (1) ensure that all HBHE doctoral students are familiar with a structural perspective on health and social behavior; (2) to provide an in-depth example of how one would complete a structural analysis of a health problem; (3) to prepare students to address questions in the HBHE prelim that will call on them to draw on understanding of structural perspectives, including enhancing their conceptual models with structural elements; and (4) to provide students an opportunity to elaborate a detailed structural perspective on a public health problem of interest to them.
- **Learning Objectives:** By the end of the term, students should be able to : (1) explain what a structural perspective is and how a structural analysis differs from simply entering sociodemographic

or economic variables into statistical models; (2) understand the importance of history, culture, pervasive ideology, social stratification, and institutionalization to current public health problems and proposed solutions; (3) be attuned to the social patterning of public health problems and their implications; (4) understand how structural dimensions of public health problems influence individual and social behavior;

- **Competencies:** Students will gain competency in: (1) critiquing existing public health literature from a structural perspective; (2) drawing on interdisciplinary literature to develop conceptual models that incorporate structural dimensions; (3) developing research hypotheses to test theories informed by a structural perspective; (4) developing research designs to test such hypotheses, using mixed-methods as appropriate; (5) interpreting study findings in light of structural understandings; (6) presenting research ideas that elaborate a structural perspective; and (7) employing structural perspectives in understanding why some interventions and policies are unsuccessful either in being implemented or in ameliorating specific public health problems, and what are likely to be more promising approaches. In addition to providing skills for students who are interested in focusing on structural analysis in their future work, the course should provide students more interested in other HBHE approaches a basic fluency in structural analysis that will enable fruitful collaborations between doctoral students emphasizing different approaches. Students will also gain experience in presenting and defending their research and ideas in a seminar setting.
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### **HBEHED849 Research in Health Education**

- Fall, Winter term(s)
  - 2-6 Credit Hour(s)
  - **Instructor(s):** Staff
  - **Prerequisites:** HBHE 620
  - **Description:** Investigation of a selected topic in health education; development of study and plan of operation; conduct of investigation and preparation of final report. Primarily for students in the Department with prior master's or doctoral preparation, others by permission. Emphasis on application of basic research competence in study of problems in health education. May be elected more than once.
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### **HBEHED885 Health Education Models of Practice and Interventions at the Community Level**

- Winter term(s)
  - 3 Credit Hour(s)
  - **Instructor(s):** Schulz, Amy
  - **Prerequisites:** HBHE doctoral students
  - **Description:** The course is designed as a doctoral seminar for HBHE doctoral students. The course will examine and critique current models of health education and behavior change which intervene at the community level to bring about behavior change which intervene at the community level to bring about behavior change. The focus will be on recognized health education interventions/strategies. Major topics will include: 1) methods for behavior change (i.e., community organizing; mass media, etc.); 2) policy activities; 3) organizational change activities; 4) advocacy activities; 5) community planning models. This course will also be available to second year HBHE masters students on a permission of instructor basis.
  - **Course Goals:** The goal of this course is to prepare doctoral level students in HBHE to design, implement and assess health promotion interventions at the organizational, community, and policy level.
  - **Learning Objectives:** By the end of this course students will be able to: 1. Identify and discuss various strategies and models of health education/health promotion interventions at other than the individual level. 2. Discuss and critique the theory, conceptual frameworks and constructs that serve as the basis of these models. 3. Articulate and critique assumptions underlying these models. 4. Apply these models and constructs to current public health problems. 5. Identify and discuss current evaluation strategies and challenges pertinent to these models. me as 685.
  - **Competencies:** See Objectives
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### **HBEHED886 Theory-Driven Interventions Targeting Individual Behavior Change**

- Winter term(s)
- 3 Credit Hour(s)
- **Instructor(s):** Janz, Nancy K
- **Prerequisites:** HBHE doctoral students or Perm Instr
- **Description:** The course will involve in-depth discussions of issues and problems in using conceptual models, theories of health behavior, and data to inform interventions targeting individual behavior

change. Presentations will focus on the rationale for selection of a particular theory or theories, conceptual framework, how the theory or model was used to develop the intervention, measurement of theoretical constructs, and the barriers encountered in the implementation and evaluation phase of the research. Intervention research will include those that target clients, providers and families.

- **Course Goals:** Current faculty intervention studies will form the basis of discussion for several sessions. Some sessions will focus on critique of intervention research in the literature. Some sessions will be lead by a class participant. Since each session relies heavily on class discussion, attendance is required.
  - **Learning Objectives:** 1. Describe the role of conceptual models and theories for informing interventions that promote individual behavior change. 2. Discuss the relative utility of various models and theories dependent on the research question and target audience. 3. Articulate the difficulties and limitations of health decision-making models in providing direction in intervention research. 4. Develop and defend a conceptual model using behavioral, social science, and health education theories/constructs to inform an intervention relevant to a current health problem. 5. Discuss current directions in research involving theory and practice.
  - **Competencies:** NEED
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### **HBEHED900 Research in Health Behavior and Health Education**

- Fall, Winter, Spring, Spring-Summer, Summer term(s)
  - 2-6 Credit Hour(s)
  - **Instructor(s):** Staff
  - **Description:** Research work undertaken by doctoral students in collaboration with faculty advisers, including participation in on-going departmental research activities. Open only to doctoral students in Health Behavior and Health Education. May be elected more than once.
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### **HBEHED990 Dissertation/Pre-Candidate**

- Fall, Winter, Spring-Summer term(s)
  - 1-8 Credit Hour(s)
  - **Instructor(s):** Staff
  - **Description:** Half Term (IIIA or IIIB, 1-4 credits) Election for dissertation work by doctoral students in Health Behavior and Health Education who are not yet admitted to status as a candidate.
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### **HBEHED995 Dissertation Research for Doctorate in Philosophy**

- Fall, Winter, Spring-Summer term(s)
  - 8 Credit Hour(s)
  - **Instructor(s):** Staff
  - **Description:** Half Term (IIIA or IIIB, 1-4 credits) Election for dissertation work by doctoral students admitted to status as candidate.
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