

**KINE 300 The Social and Behavioral Sciences and Health**  
**Spring 2019**  
**Monday/Wednesday/Friday, 10-10:50am**

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Office Hours: Mondays 1:30-3pm and by appointment

**Course Description:**

This course will introduce students to historical and current applications of the social and behavioral sciences in health research and practice. It will explore social and behavioral science approaches, models, and theories that relate to health. The course also will examine social and behavioral determinants of health equity and complementary modalities that can enhance health. Emphasis will be placed on the importance of the social and behavioral sciences in addressing public health problems.

**Course objectives:** Upon completing this course, students should be able to:

1. Synthesize a range of social and behavioral theories and perspectives applicable to Public Health, and apply these theories and perspectives to a variety of health issues and populations.
2. Understand how theory leads to evidence-based health promotion practice.
3. Have an increased understanding of the role of health communication and the impact of media on health in the United States.
4. Describe the impact of sociocultural factors such as race, education, and SES on health.
5. Demonstrate select methods of qualitative and participatory community-based health data collection.
6. Have an appreciation for complementary modalities that can enhance health.

**Expectations:**

**1. Class participation**

Participation is a crucial element of this course and is expected. You should engage with the material during class, respond to questions, participate in group discussions/work, etc. This enhances the learning environment for all.

- Health is a priority and you should not come to class if you are not feeling well. While occasions may arise that you need to miss class, I hope that you will only be absent for reasons related to illness and family emergencies.
- Excessive absences and patterns in absences will require additional documentation. If you are absent for an extended period, you should obtain documentation from the Dean of Students Office.
- Only excused absences related to illness, family emergencies and athletics will be approved for class periods involving grades (tests, book quizzes, complementary modality assignments, in-class group work).
  - For an excused absence, you must report these absences to me before the class period unless the situation is an emergency. **Note: Details are**

***not needed (and often not desired).*** Please remember the Honor Code when reporting absences.

### **Reporting Absences**

- Missing a test or book quiz **email** me prior to the class period to make arrangements.
- Missing a complementary modality background class, fill out the **webform and email** your assignment to your group **copying me**.
- Missing a complementary modality experience class, fill out the **webform**.
- Missing a coalitions class, fill out the **webform and email** your group to let them know you will not be there.
- Missing another class, fill out the **webform** so that you will not be penalized if I collect work during the class period.

*\*\*If you have an excused absence for a class where work is collected, I will not penalize you for not attending, however you will not get full credit since you were not present to do the work. Instead, you will not receive a grade for that class and your grade will be averaged with one fewer assignments than your classmates.\*\**

### **1. Participation and policies on laptops/tablets**

Your full attention and regular participation are required at each class meeting. This includes careful note taking, asking thoughtful questions, and participating regularly in class discussions. Using laptop computers and tablets provides much temptation for distraction and reduces our ability to be present in conversations. While you may use these devices in class, they should only be used for note taking, and students should close other programs that could inhibit their ability to participate in class. If you choose to not be mindfully present during class time, consider sitting in the back to limit your potential to distract others.

### **2. Assignments**

Assignments will be submitted via Blackboard. Please pay attention to how I ask for each assignment. Assignments are due at the beginning of class unless otherwise directed.

You will lose points for assignments turned in late, unless there are extenuating circumstances that you talk about with me. See below for how this applies to assignments graded out of 4 points. For other assignments, those turned in between 1 minute and 24 hours late will lose 10% from the highest possible grade. Assignments turned in between 24 hours and 1 week late will lose 30% from the highest possible grade. Assignments submitted more than 1 week late will not be accepted.

For electronic submissions, Google documents/slides/etc. will not be accepted. You must attach a document file to Blackboard.

### **3. Blackboard**

I use Blackboard as the primary source of communicating with the class. I expect you to regularly check Blackboard for important announcements or set Blackboard to email

these to you. In addition, I expect you to read all feedback given on assignments. Even if you have a good grade, there could be feedback that affects future submissions.

**4. Questions regarding grading**

Any questions regarding grading of tests, projects, or assignments must be submitted in email format to me within one week of the posted grade.

**5. Personal Conduct**

Treat guest speakers and fellow classmates with the utmost respect at all times. Information disclosed during class discussion or through assignments should remain private to our classroom. Please demonstrate an appreciation of diversity and inclusiveness.

**Student Accessibility Services:**

William & Mary accommodates students with disabilities in accordance with federal laws and university policy. Any student who feels they may need an accommodation based on the impact of a learning, psychiatric, physical, or chronic health diagnosis should contact Student Accessibility Services staff at 757-221-2512 or at [sas@wm.edu](mailto:sas@wm.edu) to determine if accommodations are warranted and to obtain an official letter of accommodation. For more information, please see [www.wm.edu/sas](http://www.wm.edu/sas)

**Sensitive Topic Material:**

Topics we discuss in the course may be of a sensitive nature and could be triggering for some students. Please take care of yourself while reading, studying, or in class. Excuse yourself if you need a break. Please come speak to me if there's anything that you're concerned will be challenging for you personally in a way that will impact your learning in this course. In addition, please be respectful of others and their experiences when participating in class discussions.

**Required Materials:**

1. Butterfoss, F. (2013). *Ignite! Getting Your Community Coalition Fired Up for Change*. IN: AuthorHouse.
2. Ehrenreich B. (2001). *Nickel and Dimed: On (Not) Getting by in America*. NY: Henry Holt and Co.
3. Fadiman, A. (1998). *The Spirit Catches You and You Fall Down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Farrar, Straus and Giroux.
4. Hanna-Attisha, M. (2018). *What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City*. New York: Penguin Random House, One World.

**Course Assignments:**

**1. Participation and Engagement**

The following assignments are designed to encourage you to participate in class and engage with the material.

- a. Reflections about changing health behavior. See course schedule for due dates and syllabus for requirements for assignments. Graded on 4 point scale.
- b. Complementary modalities participation and reflection. You will be responsible for submitting research and presenting to your group members on the health impacts of the complementary modalities we will study in class. More information given in class. Reflection

graded on 4 point scale plus one point for in-class participation for the background and 1 point in-class participation for the experiential component.

- c. Book Quizzes and discussion participation. You will take one book quiz for *Nickel and Dimed*, one book quiz for *The Spirit Catches You and You Fall Down*, and one book quiz for *What the Eyes Don't See*. The quizzes are designed to reward students for readings the book. Therefore it should only be challenging if you did not read the book.
- d. CBPR participation. You will have a chance to complete an example of a tool that we discuss in class when we learn about CBPR. More details in class. Graded on 4 point scale.
- e. Coalitions. You will work with your groups on discussion related to coalitions as we review the 4 parts of *Ignite! Getting Your Community Coalition Fired Up for Change*. Graded on the 4 point scale.
- f. On occasion, I may collect work from an activity that we completed in class. This will largely be graded for effort not accuracy on the 4-point scale plus one point for each elements of in-class participation.
  - 4 point scale rubric for written work:
    - 4 = excellent submission, 3 = good submission, 2 = lacked effort 1 = minimal effort 0 = unacceptable effort/no submission.
    - Submissions between 1 minute and 24 hours late will receive 1 point lower than the grade the assignment would have earned had it been submitted on time. Submissions between 24 hours and 1 week late will receive 2 points lower than the grade the assignment would have earned had it been submitted on time. Submissions over 1 week late will receive a 0.
  - 1 additional point for in-class participation. For assignments that have an in-class component (like Complementary Modalities) an additional point will be given for active participation in class OR an excused absence with clear communication and submission to your group.
  - The complementary modalities participation and the coalition assignments require you to be present in class. As stated above, health is a priority. Please see the 'class participation' section for submitting excused absences and how these are handled with grading.

## 2. Tests (2)

You will take two tests during the course. Questions will come from the required readings, in-class notes, class presentations, lectures, handouts, and activities. You are responsible for material in the assigned reading whether it is covered in class or not. You will be allotted 50 minutes for Test 1 and 3 hours for Test 2. You should request accommodations through the Dean of Students Office if you need additional time or any additional resources for taking tests.

## 3. Media content analysis

You will have the chance to conduct a media content analysis after our discussion of media and health. More details in class. See course schedule for due dates, requirements for the assignment will be given in class.

## 4. Readings

Readings are required unless it says "supplemental" on the syllabus. All required readings should be completed before class and are 'fair game' on tests.

**Grading by assignment\*:**

**Option A: Standard Grading**

|                                                   |      |
|---------------------------------------------------|------|
| 1. Participation and Engagement                   |      |
| a) Behavior Change Reflections                    | 10%  |
| b) Complementary Modalities Assignments           | 10%  |
| c) Book Quizzes                                   | 12%  |
| d) CBPR/Coalitions and collecting work from class | 5%   |
| 2. Media Content Analysis                         | 14%  |
| 3. Test 1                                         | 24%  |
| 4. Test 2                                         | 25%  |
| <hr/>                                             |      |
| Total                                             | 100% |

If you know that you'd like to actively participate during in-class discussions and you'd like to be rewarded for that, this option's for you! If you select this grading option, I will reward you with 4% of your grade from your engagement and contributions to in-class discussions. This will decrease the percentage of points given to your two tests. So, if you feel like you can contribute to class, but perhaps you're not the best test taker, this is a way to reward engagement with the material for students who want to show understanding in ways beyond the tests. Participating in class does not guarantee 100% in this category. Attendance should be regular and comments should be thoughtful.

**Option B: In-class Discussion Grading**

|                                                   |      |
|---------------------------------------------------|------|
| 1. Participation and Engagement                   |      |
| a) Behavior Change Reflections                    | 10%  |
| b) Complementary Modalities Assignments           | 10%  |
| c) Book Quizzes                                   | 12%  |
| d) CBPR/Coalitions and collecting work from class | 5%   |
| e) In-class discussion participation              | 4%   |
| 2. Media Content Analysis                         | 14%  |
| 3. Test 1                                         | 22%  |
| 4. Test 2                                         | 23%  |
| <hr/>                                             |      |
| Total                                             | 100% |

\* As the semester progresses I reserve the right to alter the weight of any given assignment(s). This will only be done to students' advantage.

At the end of the semester, grades will be calculated using the following scale.

.49 and below will be rounded down and .50 and above will be rounded up. No other rounding will occur in calculating final grades.

| Grade | Percent  |
|-------|----------|
| A     | 93 – 100 |
| A-    | 90 – 92% |
| B+    | 87 – 89% |
| B     | 83 – 86% |
| B-    | 80 – 82% |
| C+    | 77 – 79% |
| C     | 73 – 76% |
| C-    | 70 – 72% |
| D+    | 67 – 69% |
| D     | 63 – 66% |
| D-    | 60 – 62% |
| F     | 0 – 59%  |