

# PH.410 (HEALTH BEHAVIOR AND SOCIETY)

## Courses

Course location and modality is found on the BSPH website (<https://publichealth.jhu.edu/courses/>).

### **PH.301.644. Public Health Advocacy: Grassroots Organizing for Policy Change. 3 Credits.**

Provides a practical introduction to grassroots organizing for policy change. Uses foundational literature and case studies to review the history of advocacy and organizing for public health. Introduces campaign planning and management, discusses the role of research and coalition-building, and explores different types of organizing. Prepares students to participate in and critically assess public health campaigns to change the policies and structures that set the contexts in which people make their decisions about health. Introduces students to two key areas of knowledge in public health practice: 1) the principles and methods of community organizing and 2) campaigning for policy and structural change. Includes a series of short assignments and group activities that will culminate in a final product: the creation of a campaign plan for changing public policy regarding a specific public health problem.

### **PH.410.600. Fundamentals of Health, Behavior and Society. 4 Credits.**

Introduces students to a social ecological perspective of population health. Challenges students to address societal and structural forces such as socioeconomic position, racial and ethnic and gender sources of inequality as well as interpersonal processes reflected in norms, networks, and social capital. Focuses on behavior, communication, decision-making, and health outcomes at the individual, family, and community levels. Applies these social and behavioral perspectives to a better understanding of health problems and prepares students to develop effective public health interventions for individuals, families, communities, and populations.

### **PH.410.601. Emerging Tobacco Products and Regulatory Approaches. 3 Credits.**

This course provides students with an overview of tobacco product regulation, including cigarettes, smokeless tobacco, shisha, and emerging nicotine delivery systems, such as e-cigarettes and heated tobacco products. Students will explore tobacco regulatory frameworks and national policies; review past regulatory successes and emerging regulatory strategies; search industry patents to understand how product innovation is protected and presented; and study the tobacco industry's tactics to counter tobacco regulation by critically assessing media stories.

### **PH.410.602. Evaluation of Workplace Health Promotion Programs. 2 Credits.**

Provides an introduction to workplace health promotion (wellness) programs, including a practical measurement and evaluation guide. Explains the key elements of measurement: structure, process, and outcomes. Reviews rigorous techniques and principles used in applied research studies and how they can be adapted to workplace health promotion evaluations. Offers easy to implement techniques for conducting survey studies at the workplace.

### **PH.410.603. Introduction to Genetic Counseling Research. 1 Credit.**

Acquaints first-year genetic counseling students with the thesis proposal development process. Provides an overview of the ongoing research opportunities at Johns Hopkins and the National Institutes of Health. Familiarizes students with possible collaborators.

### **PH.410.604. Harm Reduction: A Framework for Evidence-Based Policy and Practice. 3 Credits.**

Discusses a variety of harm reduction strategies as they pertain to substance use issues. Introduces various programs that address substance use problems from a harm reduction perspective. Describes the evidence base supporting harm reduction programs. Explores the complicated legal and contextual issues associated with implementation of harm reduction programs.

### **PH.410.605. Fundamental Tools for Promoting Health Equity. 3 Credits.**

Prepare DrPH students to apply health equity frameworks and measurement tools in their everyday functions; Includes four components: definitions and historical perspectives of health equity, health disparity, and social justice; common theoretical frameworks and their applications to different aspects of health equity, health disparities, and social justice; measurement tools used for health equity and health disparities in context; strategies and policies to reduce health disparities and promote health equity; Students complete a final project in which they must propose a program based in theory and proven need within their professional capacity

### **PH.410.606. Local and Global Best Practices in Health Equity Research Methods. 4 Credits.**

Introduces students to innovative methods, practical tools, and skills required to conduct evidence-based research that promotes local and global health equity. Theoretical frameworks draw on fundamental values and principles, including human rights, social justice, the value of diverse ideas and perspectives, inclusiveness, trustworthiness, behavioral and implementation science, and participatory decision-making. Includes lectures, interactive panel discussions, case-based examples, and opportunities to obtain feedback on research ideas from experienced investigators.

### **PH.410.607. Introduction to the Video Production Process for Public Health Professionals. 1 Credit.**

Introduces public health professionals to the five phases of the video production process: conceptualization, script writing, pre-production (e.g., scouting locations, casting), production (e.g., shooting, voice-over), post-production (e.g., editing, graphics). Acquaints students to the fundamentals of script writing.

### **PH.410.608. Applying Systems Thinking to the Food System. 2 Credits.**

Given the complexity of many public health problems, systems thinking is increasingly cited as an approach and competency needed to understand these problems. The field of obesity in particular has benefited from systems thinking, methods and modeling, however, the application of these methods remains in an inchoate stage. Students will explore various systems concepts such as leverage points, heterogeneity, complexity, adaptability, interdependence, and learn how those concepts have been applied in obesity and food system research. Students will learn which systems concepts are most useful for researching specific obesity topics and their limitations. Finally, students will explore how systems research concepts and models critically appraised and communicated with others so public health policy makers can exercise a greater degree of wisdom and insight.

**PH.410.609. The Wellness Industry and Public Health: Partners Or Adversaries in Health Promotion?. 1 Credit.**

Introduces students to the contemporary wellness industry in the US (including fitness and yoga) and explores the relevance of this industry for public health promotion. Describes core industry strategies for behavior change, and opportunities for public health evidence and research to inform industry practice. Content includes consideration of social media and the application of effective industry communication and motivation strategies for health promotion broadly defined.

**PH.410.610. Housing Insecurity and Health. 3 Credits.**

Introduces the issues of homelessness and its relationship to health. Presents factors leading to homelessness, myths about homelessness, barriers to accessing services, health problems that arise from homelessness, multidisciplinary approaches to health care from homeless persons, and advocacy strategies.

**PH.410.611. Under Pressure: Health, Wealth & Poverty. 3 Credits.**

Explores the relationship between health, wealth, poverty, and public policy in the U.S. as well as internationally; assesses past and future strategies to remedy inequities in health and health care. Addresses theories of social class; distribution of poverty across gender, age, and ethnic/racial groups; antipoverty programs and their effects; effects of changes in health care organization on the poor; and possible modifications to provide greater equity. Investigates how a dramatically changing media landscape influences patterns of belief about the causes of poverty and its remedies. Synthesizes scientific evidence with a variety of genres and disciplines including: history, psychology, political science, religious thought, philosophy, geography, literary theory, popular culture, film/media studies, and music.

**PH.410.612. Sociological Perspectives on Health. 3 Credits.**

Examines three theoretical perspectives that are foundational to sociology, particularly as applied to medical sociology and sociologically informed public health research: 1) Conflict Theory, (aka: critical theory), 2) Social Integration Theory (aka: structure functionalism), 3) Sociology of Meaning (including social construction, medicalization, and symbolic interactions). Uses these perspectives to analyze various aspects of health and illness, the healthcare system, and health policy issues. Analyzes these aims: (1) its assumptions about the social world; (2) how it helps us think differently about social structure and human agency; and (3) the intellectual questions it raises. Examines how each perspective has been or could be applied in the study of health and illness and healthcare systems.

**PH.410.613. Psychosocial Factors in Health and Illness. 3 Credits.****PH.410.614. A New View: Improving Public Health Through innovative Social and Behavioral Tools and Approaches. 4 Credits.**

Emphasizes real world integrative thinking, tools, and solutions in the pursuit of improving public health in the U.S. and internationally. Presents a global, multifaceted examination of health and illness, exploring the many factors that influence - or even determine - whether we remain healthy or become ill. Using biopsychosocial and environmental/ecological perspectives, explores the most prevalent diseases and health challenges confronting us today. Presents emerging views of health and illness being used in research, program and policy arenas. Examines factors such as socioeconomic status, ethnicity, stress, stigma, social support, coping, and politico-cultural influences through an array of contemporary issues, including: obesity, HIV/AIDS, women's health, bioterrorism, environmental public health, mental health and others. Presents innovative social and behavioral perspectives, tools and approaches.

**PH.410.615. Research Design in the Social and Behavioral Sciences. 3 Credits.**

Provides an overview of the design and conduct of research in the social and behavioral sciences as applied to public health. Draws primarily from the research perspectives and methodologies of sociology, anthropology, and health promotion, students examine the formulation of a research question, selection of a research design, selection of a study site and population, issues and methods of data collection, and measurement validity and reliability. Evaluates the strengths and weaknesses of the major types of research design used in the social sciences.

**PH.410.616. Social and Behavioral Aspects of Public Health. 4 Credits.**

Explores social influences on behavior and health. Teaches what research and experience in public health practice can tell us about how to affect social and structural change to improve the health of the public. Draws on theoretical, epidemiological, and case study evidence, uses specific health issues such as substance use, HIV, and stigma, and explores and illustrates the effects of social structures and practices on individual health status and behaviors. Develops a deeper understanding of the key concepts that inform a social and structural perspective on health, including race, class, gender, sexuality, socio-economic status, environments, and social networks and social capital. Also instructs and challenges students to think in terms of multi-level interventions that can influence these factors toward improved health outcomes.

**PH.410.617. Foundations of University Teaching and Learning. 3 Credits.**

This eight-week course will prepare participants to be effective teachers who: 1. Are knowledgeable about how learning takes place 2. Can develop and use appropriate active learning strategies in their classrooms 3. Can propose ways to make classrooms more inclusive and equitable

**PH.410.618. Using Software in Qualitative Research and Analysis. 1 Credit.**

Introduces students to several qualitative data analysis software (QDAS) programs, including MAXQDA, Atlas.ti, NVivo, and Dedoose. Discusses the functions and limitations of qualitative data analysis software. Explores how QDAS can be used throughout a qualitative research project. Explains how to use QDAS for multi-media analysis, including images, video, and audio. Demonstrates how to use QDAS to organize data, produce reports, make comparisons, detect patterns, and facilitate analysis. Demonstrates how to use QDAS in team-based research projects for data coding and analysis. Prepares students to use QDAS to develop deeper insights into their data through visualization and mapping. Complements qualitative research methods and data analysis courses.

**PH.410.619. Social Justice: Policy, Practice, and Research. 4 Credits.**

Introduces students to social justice frameworks and operational definitions to apply to research, policy, and practice. Challenges students to address societal and structural forms of oppression across systems in efforts to center cultural values and practices when implementing public health policies or programs.

**PH.410.620. Program Planning for Health Behavior Change. 3 Credits.**

Introduces students to different health behavior change theories addressing several levels of the Ecological Model. Students review and practice using program planning frameworks and needs assessments for designing effective interventions. Students choose a public health problem of their choice and design a behavior change intervention to address that problem. The process of creating the intervention is guided by a needs assessment and is theoretically informed.

**PH.410.621. The Opioid Crisis: Problem Solving Seminar. 3 Credits.**

**PH.410.622. Strategic Leadership Principles and Tools for Health System Transformation in Developing Countries. 4 Credits.**

Introduces students to the principles of strategic leadership, placing these in the context of facilitating health systems change in developing countries. Covers the following topics: mental models and the household production of health, systems thinking and strategic leverage, personal mastery and commitment to change, action-learning principles and practice, shared vision and creative tension, the theory of constraints and root cause analysis, strategy design and key moves, implementation with accountability, and linking data to action. Develops leadership skills via interactive computer exercises using STARGuide software, small group work and class presentations.

**PH.410.623. Interprofessional Education Activity.**

Provides the opportunity to participate in a case study highlighting the essential role of teams and teamwork in building multi-sector collaborations and partnerships in population health.

**PH.410.624. Genetic Counseling Cancer Standardized Patient Clinical Rotation. 4 Credits.**

Prepares students for case preparation and genetic counseling in the cancer setting. Exposes students to a wide range of challenging counseling scenarios that require intermediate and some advanced counseling and communication skills.

**PH.410.625. Injury and Violence Prevention: Behavior Change Strategies. 2 Credits.**

Expands students' understanding of, and skills in planning, implementing, and evaluating injury and violence prevention programs. Both unintentional and intentional injuries have been the focus of a considerable body of behavioral science research and behavior change interventions. Students read and discuss selected examples of this work and enhance their skills in applying behavioral science principles and best practices to an injury or violence area of interest to them. Topics include historical overview of behavior change and the injury prevention field, as well as examples of behavior change theories, strategies, and methods that have been applied to selected injury and violence problems.

**PH.410.626. The Epidemiology of LGBTQ Health. 3 Credits.**

Introduces constructs of sexual orientation and gender identity in the context of public health. Explores historical, epidemiological, and social perspectives related to the physical and mental health of lesbian, gay, bisexual, transgender and queer (LGBTQ) individuals and communities. Orients students to current and historic epidemiological and contextual issues that shape what is known about LGBTQ health, presents an overview of LGBTQ health disparities and interventions, and develops a foundation for critical thinking about LGBTQ health research and intervention potential.

**PH.410.627. Applying Human-Centered Design to Solve Real-World Public Health Challenges. 3 Credits.**

Introduces design thinking, a transdisciplinary, human-centered, creative problem-solving approach, and its applications in public health. Focuses on engagement with a Baltimore-based organization to address a real design challenge based on a problem the organization is facing. Provides students with practice using the design thinking process to identify a product, service, or system that more effectively meets end-user needs and preferences. Includes empathetic research methods to uncover insights about the challenge and end-users' experiences, working with stakeholders to generate a range of potential solutions, prototyping, and testing promising solutions, and identifying key considerations for implementation and scale-up. Discusses real-world case studies with HCD practitioners from the Johns Hopkins Center for Communication Programs (CCP).

**PH.410.628. Drug Control Policy: A Problem-Solving Seminar. 3 Credits.**

Introduces constructs of sexual orientation and gender identity in the context of public health. Explores social, epidemiological, and historical perspectives related to the health of lesbian, gay, bisexual and transgender (LGBT) individuals and communities, and uses a case study approach to examine topics of particular salience for LGBT health. Designed to: 1) provide an overview of key LGBT health topics, 2) orient students to current and historic epidemiological and contextual issues that shape what is known about LGBT health, and 3) provide a foundation for critical thinking about LGBT health research questions and intervention potential.

**PH.410.629. Health of Children and Adolescents in US Immigrant Families: Problem-solving Seminar. 3 Credits.**

Provides an understanding of major public health challenges impacting first and second- immigrant youth in the United States. Examines how culture and context shape child and adolescent development in immigrant families. Applies health equity and human rights frameworks to understanding the health and well-being of first and second-generation immigrant youth. Discusses the complex and evolving legal, institutional, and policy context shaping social risks and access to preventative health services for immigrant families. Addresses experiences of specific groups, such as children of migrant farmworkers and unaccompanied immigrant minors. Analyzes the interplay between federal, state, and local policy, as well as the role of community-based organizations and informal community supports, in promoting or detracting from the health of first and second-generation immigrant youth. Offers opportunities to develop approaches to address and mitigate health concerns for this population.

**PH.410.630. Implementation and Sustainability of Community-Based Health Programs. 3 Credits.**

Uses projects primarily from domestic settings to illustrate and evaluate the program component delivery process and continuation or sustainability of activities and benefits of community-based disease prevention and health promotion programs after initial funding ends. Covers theories of innovation and organizational change; community participation and involvement; programmatic, cost-benefit, and ethical considerations related to the goal of sustainability; program characteristics associated with sustainability; and the relationships between investments in health and overall community development.

**PH.410.631. Introduction to Community-Based Participatory Research: Principles and Methods. 3 Credits.**

Introduces students to the fundamental principles of, rationale for, and key considerations in conducting community-based participatory research (CBPR). Offers knowledge of and skills in CBPR that emphasize the importance of community inclusion and partnership as a viable approach to constructing and increasing the acceptance of interventions and improving the health and well-being of populations. Also uses case-based learning as an approach for real world application of CBPR concepts.

**PH.410.635. Applications of Innovative Methods in Local and Global Health Equity Research. 4 Credits.**

Provides practical methods to develop, implement, and sustain successful health equity research programs in the United States and communities around the world. Introduces students to innovative methods, practical tools, and skills required to conduct rigorous health equity research and translate evidence-based strategies into practice and policy. Topics range from stakeholder engagement and behavioral intervention development to research methods in healthcare services for socially at-risk populations. Includes lectures, interactive discussions, case-based examples, and opportunities to obtain feedback on research ideas from experienced investigators.

**PH.410.638. Scientific Writing in Health Sciences: Developing A Manuscript for Publication I. 3 Credits.**

This course introduces and guides students in the writing of scientific manuscripts for publication in an area related to public health, particularly social and behavioral sciences. The goal of the course is to facilitate more effective writing of research articles using practical examples and peer feedback. Topics include: principles of good writing; tips for writing more efficiently; journal selection; co-author selection, and the anatomy of a manuscript. Students begin the course with a research question (purpose of study) and a summary of quantitative or qualitative (or mixed methods) data they would like to present in a scientific manuscript. This typically takes the form of summary tables. All analyses must be completed prior to the start of the course. Students end the course with at least two sections (e.g., methods and results) of a completed manuscript.

**PH.410.639. Scientific Writing in Health Sciences: Developing A Manuscript for Publication II. 3 Credits.**

This course guides students in the writing of scientific manuscripts for publication in an area related to social and behavioral sciences. The goal of the course is to facilitate more effective writing of research articles using practical examples and peer feedback. Topics include: completion of the manuscript; drafting a cover letter; the process of peer review; revising a manuscript; and proofs and ultimate publication. Students end the course with a completed manuscript for ready for submission to a journal for publication.

**PH.410.640. Global Tobacco Control: A Problem-Solving Seminar. 3 Credits.**

Provides an overview of actions taken over 50 years that have led to tobacco control being the most successful public health initiative. Actions of tobacco control are directly linked to changes in societal norms so that smoking is no longer socially acceptable in the US and in other countries. This course presents evidence-based policies, regulations, advocacy and communication strategies responsible for these changes. Challenges still present include disparities as well as introduction of novel products (Juil). The influence of transnational tobacco industries will be discussed and their role in undermining governmental and international actions to control tobacco use.

**PH.410.645. Applying the Social Ecological Model in Tobacco Control and Climate Change. 3 Credits.**

Compares the fields of tobacco control and climate change by describing the lessons learned from tobacco control—one of the most successful public health movements. Provides an overview of tobacco control research and advocacy approaches that form a comprehensive public health strategy and considers the use of the social ecological model to address the threats posed by climate change. Explores how both issues involve economic, social, environmental, and behavioral forces that require multi-level approaches from multiple sectors. Offers insight into industry and private sector interference that obfuscates scientific evidence, confuses the public, and stalls effective regulatory policy for both fields of study. Encourages critical comparative skills throughout to discuss how to improve public health approaches.

**PH.410.650. Introduction to Persuasive Communications: Theories and Practice. 4 Credits.****PH.410.651. Health Literacy: Challenges and Strategies for Effective Communication. 3 Credits.****PH.410.652. Interpersonal Influence in Medical Care. 2 Credits.****PH.410.653. Contemporary Issues in Health Communication. 1 Credit.****PH.410.654. Health Communication Programs I: Planning and Strategic Design. 4 Credits.****PH.410.655. Health Communication Programs II: Implementation and Evaluation. 4 Credits.****PH.410.656. Entertainment Education for Behavior Change and Development. 4 Credits.**

Examines and teaches ways in which education can be subtly but effectively worked into both new and time-honored genres of entertainment in order to foster positive behavior change and life improvement in both developing countries and local environments. Develops students' ability to understand the ingredients of successful entertainment: emotions, empathy, efficacy and empowerment, and how these can be employed to enhance social and personal health and life skills. Examines methodology and develops skills needed to create a successful Entertainment-Education (E-E) project in entertainment (story, drama, etc.) formats with effective behavior change messages.

**PH.410.657. Communication Strategies For Sexual Risk Reduction. 3 Credits.**

Focuses on strengthening students' understanding of sexual risk-taking and provides a solid foundation in communication strategies for sexual risk-reduction from an international perspective. The literature and examples emphasize HIV and STI risk reduction. Adopts a seminar format and consists of readings, discussions, presentations, video viewing, case studies, and critiques of literature on sexual risk-taking and protective behaviors. Includes hands-on analyses and interpretation of empirical data on sexual risk-taking and development of a communication strategy.

**PH.410.658. Health Communication Planning and Management for Behavior Change. 3 Credits.**

Provides an overview of concepts and theories in communication with a focus on health behavior change. Explains the importance of health behavior as a contributor to current public health problems and the role of behavior change communication; describes methods of communications needs assessment. Also provides the approaches, conceptual tools in planning and management of communication processes in hospitals and out-reach programs in health services, and to develop skills for effective communication with clients and other stakeholders.

**PH.410.660. Latino Health: Measures and Predictors. 3 Credits.**

Examines the measures and predictors of health for the US Latino population. Learns how psychosocial and other individual-level factors, as well as socio-political, community, and health care delivery factors influence an individual's success in accessing the health care system in a sustainable manner. Learns key steps to design, implement, and evaluate health care programs working to decrease the health disparities gap faced by Latinos in the US, by using case studies that take into consideration the heterogeneity of the Latino population.

**PH.410.663. Media Advocacy and Public Health: Theory and Practice. 3 Credits.**

Broadens students' understanding of health communication to include the strategic use of the news media to support community organizing to change public health policy. Builds on theoretical and empirical work in mass communications, and uses case examples in a number of health policy areas to show how the strategies and tools of media advocacy may be applied to specific public health policy campaigns. Ample opportunities are provided for students to "practice" media advocacy, in the form of writing letters to the editor and opinion pieces, role-playing interviews, and so on. Introduces students to research literature about news media forms and practices; to framing techniques to influence news content and gain access to news channels; and to the relationship between media advocacy and other forms of health communication

**PH.410.664. Knowledge Management for Effective Global Health Programs. 3 Credits.**

Introduces participants to knowledge management (KM), behavioral science, and adaptive management principles, processes, and tools, and their applicability to the design and implementation of global health efforts. Demonstrates, through real-life examples, how KM, behavioral science, and adaptive management principles can be applied to strengthen public health systems and maximize available knowledge to reach public health objectives. Emphasizes the importance of culture and equity as drivers for program success.

**PH.410.668. Policy Interventions for Health Behavior Change. 4 Credits.**

Examines the major theoretical frameworks that are relevant to the development, enactment, implementation and evaluation of policy interventions that support healthy behavior change. Explores the roles of ideas, interests, institutions, key actors and ethics in the policy process are explored. Discusses how the environment can be influenced to improve the chances of implementing effective interventions to improve the public's health. Presents case studies to critically explore the strengths and limitations of policy change theories as they relate to current hot topics in the area of health, behavior and society.

**PH.410.671. Introduction to Qualitative Research Methods. 3 Credits.**

Introduces students to qualitative research methods applied to the investigation of public health issues. Explores the theoretical underpinnings of qualitative research, factors that influence the utility of a qualitative approach, and ethical considerations in qualitative research. Focuses on the qualitative interview and provides an overview of the practical skills and tools required for conducting qualitative interviews and analyzing qualitative data.

**PH.410.672. Organizing for Public Health with the Evidence Based Effective Advocacy: Turning Public Will into Public Policy. 3 Credits.**

Introduces students to a key area of knowledge in public health practice: the principles and methods of community organizing and campaigning for policy and structural change. Focuses on how to mobilize the right people at the right time, with the right demands, to change public policies to promote health. Complements other courses in the school that look at advocating within policy processes or by using the mass media by placing these strategies in the context of the practical daily work and thinking of people who plan and carry out policy change campaigns at grassroots and grasstop levels.

**PH.410.673. Introduction to Qualitative Data Analysis for Public Health. 2 Credits.**

Introduces students to the analysis of interview and focus group data collected as part of qualitative public health research. Explores distinct analytic approaches and traditions, and compares the strengths and weaknesses of different analytic paradigms for different research questions. Introduces computer software for coding and managing data using freely available online demonstration of various software packages. Presents both theoretical and practical dimensions of qualitative data analysis. Emphasizes hands-on learning activities within the classroom to practice and apply concepts learned through readings, lectures, and discussion. Develops skills to conceptualize an analytic plan for qualitative data for future research.

**PH.410.677. Theory and Practice in Campaigning and Organizing for Public Health I. 4 Credits.**

Provides a practical introduction to campaigning and organizing for public health. Combines experiential learning (through participation in an actual campaign) with traditional learning (online lectures, in-class discussions and readings). Uses case studies to review the history of organizing for public health. Introduces campaign planning and management, discusses the role of research and coalition-building, and explores different types of organizing. Part of a two-term sequence that prepares students to participate in and critically assess public health campaigns to change the policies and structures that set the contexts in which people make their decisions about health.

**PH.410.678. Theory and Practice in Campaigning and Organizing for Public Health II. 4 Credits.**

Provides a practical introduction to campaigning and organizing for public health. Combines experiential learning (through participation in an actual campaign) with traditional learning (online lectures, in-class discussions and readings). Uses case studies to review the history of organizing for public health. Introduces campaign planning and management, discusses the role of research and coalition-building, and explores different types of organizing. Part of a two-term sequence that prepares students to participate in and critically assess public health campaigns to change the policies and structures that set the contexts in which people make their decisions about health.

**PH.410.679. Decoloniality and Global Health Communication. 3 Credits.**

Applies insights from anti-colonialist texts to the field of global health communication. Critically examines the intersection of theories of economic development, social change, and communication as applied to public health. Introduces the complex and dynamic role of global communication in the social determinants of health. Interrogates "development" discourses as applied to health communication in middle- and low-resource areas countries. Presents evaluations of communication interventions in low- and middle-resource nation-states. Investigates health communication endeavors abroad as well as in low-resource settings in the U.S.

**PH.410.680. Social Ecological Approaches to Health Regimen Adherence in Chronic Conditions. 3 Credits.**

Addresses social approaches to promoting sustained adherence to health regimens among persons living with chronic conditions. Addresses prescribed use of medications, lifestyle changes, and retention in healthcare over time among persons living with HIV/AIDS, hypertension, and other chronic conditions. Enables students to: (1) assess adherence to health regimens, (2) identify correlates of adherence at the individual, interpersonal, and social network levels, and (3) assess major approaches and components of medical adherence interventions, and their linkage to theories of behavior change. Explores social factors impacting vulnerable populations' medical adherence and health disparities, drawing examples from both domestic and international contexts.

**PH.410.681. Gay, Bisexual and Other Men Who Have Sex With Men (MSM) and HIV: Theoretical Perspectives on the Us Epidemic. 3 Credits.**

Introduces students to key epidemiological, conceptual and historical constructs critical to understanding and responding to the HIV epidemic among gay, bisexual and other MSM in the United States. Explores the role of social and ecological factors and theoretical constructs (e.g., race and ethnicity, intersectionality and minority stress, gender and masculinity, policy and structural changes, and other social determinants) on individual and population-level experience of the HIV epidemic. Provides an in-depth understanding of the challenges to prevention and care in these constituencies through lectures, readings, small group work, and a panel discussion with community stakeholders. Provides students with an ability to develop new lines of theory, research and practice to more effectively apply a socio-ecologic framework to the HIV epidemic and better respond to HIV as a public health issue.

**PH.410.683. Global Perspectives on LGBT Health. 3 Credits.**

This course introduces and guides students in the writing of scientific manuscripts for publication in an area related to public health, particularly social and behavioral sciences. The goal of the course is to facilitate more effective writing of research articles using practical examples and peer feedback. Topics include: principles of good writing; tips for writing more efficiently; journal selection; co-author selection, and the anatomy of a manuscript. Students begin the course with a research question (purpose of study) and a summary of quantitative or qualitative (or mixed methods) data they would like to present in a scientific manuscript. This typically takes the form of summary tables. All analyses must be completed prior to the start of the course. Students end the course with at least two sections (e.g., methods and results) of a completed manuscript.

**PH.410.684. Effective Risk Communication. 2 Credits.**

Prepares students to develop effective risk communication strategies using digital media. Emphasize practical theories of social and behavioral change which are intuitive and can be applied by practitioners in LMICs. Teaches not only how to increase the motivation to adopt healthier behavior, but also how ability factors due to inequities inhibit behavioral adoption and the extent to which communications interventions can address these barriers. Teaches the strengths and limitations of digital behavior change approaches, the current state of the literature on digital interventions, and how the effectiveness of digital interventions can be augmented

**PH.410.686. Advanced Quantitative Methods in The Social and Behavioral Sciences: A Practical Introduction. 4 Credits.**

Presents advanced analytic methods relevant to the social ecological model and other theoretical frameworks common in the social and behavioral sciences. Emphasizes multilevel analyses, longitudinal analyses, and propensity score methods. Introduces factor analysis, analysis of experimental studies, structural equation modeling, and complex surveys. Explores the suitability of these methods to address different research questions and study designs. Provides discussions of underlying concepts and assumptions and presents key issues in their application. Illustrates methods through critical review of published articles and by working through examples in Stata. Presents resources for continued advanced study, including methods courses offered through the school.

**PH.410.690. Ethnographic Fieldwork. 3 Credits.**

Introduces students to ethnography as a method of qualitative research (fieldwork) and a product of this research (written accounts and monographs). Introduces skills and data collection methods fundamental to ethnographic fieldwork, particularly immersion, participant observation, writing field notes, and listening. Discusses what constitutes "the field" in ethnographic fieldwork, the holistic perspective, and "thick description." Explores key theoretical and methodological issues in contemporary ethnographic fieldwork such as ethics, positionality, reflexivity, and power. Emphasizes the role of ethnographic research in public health. Prepares students to critically assess ethnographic writing. Combines lecture, discussion, and practical skill development.

**PH.410.710. Concepts in Qualitative Research for Social and Behavioral Sciences. 3 Credits.****PH.410.711. Doctoral Seminar in Mixed Methods for Public Health Research. 3 Credits.**

Introduces doctoral students to emerging discussions and applications of mixed methods research in public health. Explores mixed methods as a third research paradigm that involves the utilization of both quantitative and qualitative methods within a single inquiry to enhance the researcher's ability to understand the problem at hand. Fosters synthesis of and engaged reflection on qualitative and quantitative research training. Specific topics include: history and language of mixed methods research; relevant paradigms and epistemological debates; mixed methods design and research questions; and analysis and dissemination considerations.

**PH.410.712. Theory and Practice in Qualitative Data Analysis and Interpretation for The Social and Behavioral Sciences. 3 Credits.****PH.410.721. Translating Research into Public Health Programs and Policy. 3 Credits.**

Examines how behavioral research (especially intervention research) is used, and not used, by policy makers and program administrators to determine what public health services are delivered. Defines the major types of decisions made in determining services to deliver in public health programs and major decision analytic methods used to aid these selections. Includes these types of decisions: (1) how much to invest in service for one disease area relative to another, (2) determining if an intervention is affordable for large-scale delivery, and (3) choosing how much to invest in each of several different types of services within one disease area. Includes methods decision tree analysis, cost analysis, and cost-utility analysis.

**PH.410.722. Translating Research into Public Health Programs II. 2 Credits.**

**PH.410.733. Communication Network Analysis in Public Health Programs. 4 Credits.**

Introduces the theory and method of network analysis, its application to public health, emphasizing the dissemination of public health information and the transmission of disease, and the influence of networks on health-related behavior. Introduces the theory and method of network analysis, its application to public health, emphasizing the dissemination of public health information and the transmission of disease, and the influence of networks on health-related behavior. The course consists of class lectures, discussions, labs, reading materials, and problem sets. Data analysis will be conducted using STATA, UCINET and Netdraw software packages. Students need to have the access to Window system to download a free version of UCINET and Netdraw.

**PH.410.752. Media Impacts on Child and Adolescent Health. 3 Credits.****PH.410.755. Designing Health Communication Programs for Social and Behavior Change. 4 Credits.**

Presents a multi-step strategic approach, called the P-Process, for designing, implementing, evaluating, and critiquing health communication programs. Explores the P-Process and walks students through each step, from the formative research stage to and discussion of monitoring and evaluation indicators to design pretest and implementation. Provides the opportunity to design a health communication program for a behavioral or normative public health challenge. Recognizes communication as a science and an art and emphasizes that importance when developing communication interventions that address health behaviors.

**PH.410.800. MPH Capstone Health, Behavior and Society. 2 Credits.**

The MPH Capstone is an opportunity for students to work on public health practice projects that are of particular interest to them. The goal is for students to apply the skills and competencies they have acquired to a public health problem that simulates a professional practice experience.

**PH.410.810. Field Placement Health Behavior and Society. 1 - 22 Credits.****PH.410.820. Thesis Research in Health Behavior and Society. 1 - 22 Credits.**

Teaching Assistant (TA) for PhD students in Health, Behavior and Society

**PH.410.830. Postdoctoral Research in Health Behavior and Society. 1 - 22 Credits.****PH.410.840. Special Studies and Research in Health Behavior and Society. 1 - 22 Credits.****PH.410.850. MHS Research Practicum in Health Behavior and Society. 1 - 16 Credits.**

Introduces MHS Social Factors students to hands-on social science research for public health. Provides an opportunity to work extensively with a doctorally trained research mentor. Prepares students to participate in social science research initiatives. Builds students' research knowledge and skills.

**PH.410.860. Graduate Seminar in Social and Behavioral Sciences. 2 Credits.**

Explores and debates theoretical concepts and orientations in the social and behavioral sciences and their application to public health research and practice through readings, discussion, and writing assignments.

**PH.410.861. Graduate Seminar in Community-Based Participatory Research. 1 Credit.**

Explores faculty-student-community partnerships in community-based participatory research (CBPR) practice and education. Includes seminar topics: CBPR principles and ethics, coalition and partnership building, implementation, dissemination, translation and sustainability, media and marketing, advocacy, policy, cultural diversity, collaborative grant writing, and publishing. Includes faculty and local community activists and collaborators as speakers.

**PH.410.863. Doctoral Seminar in Social and Behavioral Research and Practice. 1 Credit.**

Explores and critiques social and behavioral sciences research and practice, emphasizing key constructs and methods of department faculty through presentations, readings, and group discussions.

**PH.410.864. Critical Issues in Health Disparities. 1 Credit.**

Provides an opportunity for students, postdoctoral trainees, and faculty to present scientific papers from the current and/or classic health disparities literature. Emphasizes presentation skills and the ability to critically evaluate scientific papers. Requires participants to read and discuss the assigned material.

**PH.410.865. MSPH Seminar in Health Education and Health Promotion I. 1 Credit.**

Introduces a variety of topics important to the profession of health education and health promotion, including both historical and current issues. Presents role definitions and competencies, health education certification, professional organizations representing the field, and other health education and promotion resources. Prepares students for the field placement requirement in the second year of the program.

**PH.410.866. MSPH Seminar in Health Education and Health Promotion II. 1 Credit.****PH.410.867. MSPH Seminar in Health Education and Health Promotion III. 1 Credit.**

Prepares students to fully understand the MSPH field placement requirements, processes, and opportunities, so that they may make the most of this professional preparation opportunity.

**PH.410.868. Program Planning for Health Behavior Change Practicum. 2 Credits.**

Explores program planning application through project-based experiential learning. Includes work in small groups to apply the PRECEDE-PROCEED needs assessment planning framework in a real world setting with a community-based organization or local government agency. Focuses on the basic methods of working with communities and community organizations, types of needs assessment tools, and the skills needed to develop these tools, through four seminar sessions and weekly sessions with community based organization representatives.

**PH.410.869. MSPH Seminar in Health Education and Health Promotion IV. 1 Credit.**

Prepares students to fully understand the MSPH field placement requirements, processes, and opportunities, so that they may make the most of this professional preparation opportunity.

**PH.410.870. HBS Research and Proposal Writing Process for Doctoral Students I. 2 Credits.****PH.410.871. HBS Research and Proposal Writing Process for Doctoral Students II. 2 Credits.**

**PH.410.880. DrPH Concentration Seminar in Implementation Science. 0.25 Credits.**

Provides opportunities to discuss issues and concepts related to Implementation Science. Discusses evaluation of existing research, identification of gaps and topics, and design of research projects. Facilitates preparation for the comprehensive written exams, the design and conduct of practicum projects, preliminary oral exams, dissertation projects, and the final oral exam. Provides opportunities to present work-in-progress on overall projects, on specific research methodologies and to give and receive peer feedback. Emphasizes clear communication of ideas.

**PH.410.881. MHS Seminar in Health, Behavior and Society I. 1 Credit.**

Introduces students to social science concepts in public health and to ongoing social factors research at JHSPH. Introduces students to key concepts and tools necessary to successfully complete the MHS in Social Factors in Health degree program.

**PH.410.882. MHS Seminar in Health, Behavior and Society II. 1 Credit.**

Provides additional skills in social science concepts for public health research. Introduces research methods for social factors research. Identifies current social factors research of interest to students.

**PH.410.883. MHS Seminar in Health, Behavior and Society III. 1 Credit.**

Upon successfully completing this course, students will be able to: 1) Identify a range of social scientific research approaches adopted by public health agencies. 2) Identify a range of public health agencies where social science research is conducted.

**PH.410.884. MHS Seminar in Health, Behavior and Society IV. 1 Credit.**

Advances students' understanding of the relationship between social factors and health outcomes and experiences. Exposes students to research pertinent to social factors in health. Provides MHS students with opportunities to explore applications of public health research skills in a variety of research and practice settings.

**PH.410.885. DrPH Custom Track Seminar. 0.25 Credits.**

Provides opportunities to discuss issues and concepts related to students' specialized areas of focus. Discusses evaluation of existing research, identification of gaps and topics, and design of research projects. Facilitates preparation for the comprehensive written exams, the design and conduct of practicum projects, preliminary oral exams, dissertation projects, and the final oral exam. Provides opportunities to present work-in-progress on overall projects and on specific research methodologies and to give and receive peer feedback. Emphasizes clear communication of ideas.

**PH.410.895. MPH Practicum: Health Behavior and Society. 1 - 4 Credits.****PH.415.601. Genetic Counseling Prenatal Standardized Patient Clinical Rotation. 1 Credit.**

Provides first-year genetic counseling students with opportunities to explore and practice clinical genetic counseling and communication skills. Serves as a bridge between Practical Genetic Counseling and the first clinical placement, with a focus on prenatal genetic counseling. Participates in synchronous weekly meetings, assignments, and encounters with simulated patients (SPs) to develop skills in giving and receiving feedback in the form of self-assessment, peer assessment, preceptor assessment, and standardized patient assessment.

**PH.415.602. Clinical Genetics for Genetic Counselors I. 2 Credits.**

Aims to equip graduate students enrolled in the JHU/NIH Genetic Counseling Training Program with the basic knowledge needed to enter into clinical genetic counseling rotations in a variety of settings. Introduces the most common categories of genetic conditions associated with each body system using a series of modules. Provides an overview of the functioning of the relevant body system prior to covering the phenotypic features of the most common categories of hereditary conditions of relevance to that system. Includes topics: clinical presentation, considerations for family and medical history-taking and optimal diagnostic strategies.

**PH.415.603. Clinical Genetics for Genetic Counselors II. 2 Credits.**

Aims to equip graduate students enrolled in the JHU/NIH Genetic Counseling Training Program with the basic knowledge needed to enter into clinical genetic counseling rotations in a variety of settings. Introduces the most common categories of genetic conditions associated with each body system using a series of modules. Provides an overview of the functioning of the relevant body system prior to covering the phenotypic features of the most common categories of hereditary conditions of relevance to that system. Includes topics: clinical presentation, considerations for family and medical history-taking and optimal diagnostic strategies.

**PH.415.610. Practical Genetic Counseling. 2 Credits.**

415.610 addresses the chromosomal basis of heredity, chromosomes and genes, tools of human molecular genetics, single gene inheritance, variation, polymorphism and mutation, genes in populations and genes in families. 415.611 presents the role of genetic counseling in health care and emphasizes the essential components of prenatal, pediatric, and adult genetics services. Indications for referral and genetics education and counseling components are illustrated using care examples. Clinical skills and tools are taught including family, medical and development history taking and pedigree construction. Additional case management skills such as the choice of laboratory and test interpretation, and issues in billing and reimbursement of genetic counseling services are addressed. 415.612 -613 expand on the previous two courses to examine the Hemoglobinopathies and Thalassemias as models of molecular pathology, the molecular/biochemical basis of genetic disease, genetics of cancer, gene mapping

**PH.415.611. Introduction to Human Genetics I. 2 Credits.****PH.415.612. Introduction to Human Genetics II. 2 Credits.****PH.415.613. Introduction to Medical Genetics I. 2 Credits.**

Provides a foundation in medical genetics. Focuses on teaching genetic disorders using a systems approach. Presents an overview of the disease process and differential diagnosis of related genetic disorders. Includes the following topics: birth defects/embryology, prenatal diagnosis, pulmonary disorders, muscle diseases, hemoglobinopathies, ocular diseases, kidney disorders, craniosynostoses, skin disorders, deafness, because knowledge of the genetic contribution to disorders within these categories is critical to the work of genetic counselors and medical geneticists. Prepares students for the board certification exam given by the American Board of Genetic Counseling upon completion of the ScM in genetic counseling.

**PH.415.614. Introduction to Medical Genetics II. 2 Credits.**

Builds upon the material in 415.613, and emphasizes other organ systems. Includes a patient panel where individuals discuss the impact of a genetic disorder on their lives and the lives of their family. Includes the following topics: neurogenetics, cardiac defects, cancer genetics, orofacial clefting, genitourinary disorders, skeletal dysplasias, connective tissue disorders because knowledge of the genetic contribution to disorders within these categories is critical to the work of genetic counselors and medical geneticists. Prepares students for the board certification exam given by the American Board of Genetic Counseling upon completion of the ScM in genetic counseling.

**PH.415.619. New Genetic Technologies and Public Policy. 3 Credits.****PH.415.620. Introduction to Genetic Counseling I. 2 Credits.**

Compares definitions of genetic counseling (GC) with objectives and service outcomes. Explores counselor values as they relate to roles and responsibilities toward clients. Introduces ethical and policy issues specific to GC in conjunction with a research agenda. Discusses and practices basic tools, including interviewing, history gathering, and case assessment, and nondirective counseling approaches.

**PH.415.621. Introduction to Genetic Counseling II. 2 Credits.**

Compares definitions of genetic counseling (GC) with objectives and service outcomes. Explores counselor values as they relate to roles and responsibilities toward clients. Introduces ethical and policy issues specific to GC in conjunction with a research agenda. Discusses and practices basic tools, including interviewing, history gathering, and case assessment, and nondirective counseling approaches.

**PH.415.624. Ethical, Legal and Social Implications in Genetics and Genomics Over Time. 3 Credits.**

Examines the ethical, legal and social implications (ELSI) of human genetics and genomics through the lens of significant and field-defining periods and events in the history of the field. Examines the ELSI raised by those events, and how the events have shaped and defined the current state of the science and emerging scientific, ethical, policy and public health issues.

**PH.415.630. Therapeutic Genetic Counseling I. 2 Credits.**

Equips graduate students enrolled in the JHU/NHGRI Genetic Counseling Program with an applied psychological paradigm for genetic counseling. Defines and illustrates goals and the process of genetic counseling. Teaches students skills to assess clients' cognitive and affective responses to the genetic contribution to disease and risk. Defines components of a therapeutic relationship. Allows opportunities to practice establishing and acting on a therapeutic relationship.

**PH.415.631. Therapeutic Genetic Counseling II. 2 Credits.****PH.415.640. Health Judgment and Decision Making. 2 Credits.**

Provides a foundation in cognitive, emotional, and motivational processes underlying judgment and decision making in a variety of health contexts. Focuses on antecedents and consequences of adaptive and maladaptive health judgments and decisions, with particular attention to risk perception and communication, application of decisional heuristics, and personal beliefs underlying health decisions. Considers how people make decisions, how they respond to health information, and how they mentally represent illness, as well as how health teams make decisions. Prepares students to apply basic research on health judgment and decision-making to effective genetic counseling and other applied settings.

**PH.415.650. Facilitating Family Adaptation to Loss and Disability I. 2 Credits.****PH.415.651. Facilitating Family Adaptation to Loss and Disability II. 2 Credits.****PH.415.675. Cancer Genetics: Managing the Risks Through Testing and Counseling. 2 Credits.**

Equips graduate students enrolled in the JHU/NHGRI genetic counseling program with principles of genetic components to common diseases, using cancer as the example for this course. Introduces key concepts throughout the course through case-based learning.

**PH.415.676. Advanced Topics in Cancer Genomics for Genetic Counselors. 0.5 Credits.**

Aims to expose first-year ScM Genetic Counseling students to novel and emerging technologies in oncology. Evaluates the relevance of these technologies to genetic counseling practice. Familiarizes genetic counseling students with the emerging tools and clinical reasoning associated with new technologies for tumor profiling, genome-guided cancer prevention, and treatment.

**PH.415.701. Genetic Counseling Lab I. 2 Credits.**

Explores interactive genetic counseling interventions as they apply to specific clinical settings and client needs. Presents key issues in client education for various medical specialties, and identifies research needs related to genetic counseling. Examines counseling issues through the use of role-plays.

**PH.415.702. Genetic Counseling Lab II. 2 Credits.**

This literature-driven course applies interactive genetic counseling techniques to specific settings and client needs. Faculty and students present key issues in client education for various medical specialties, and identify research needs related to genetic counseling. Explores counseling issues through role-play.

**PH.415.710. Medical Genetics and Genomic Medicine: from Diagnosis to Treatment I. 2 Credits.**

Examines advances in the diagnosis of genetic disorders and treatments that result from genomic medicine. Focuses on examples from multiple malformation syndromes, autoinflammatory diseases, deletion/duplication syndromes, and Rasopathies.

**PH.415.711. Medical Genetics and Genomic Medicine: from Diagnosis to Treatment II. 2 Credits.**

Examines advances in the diagnosis of genetic disorders and treatments that result with a focus on neurocutaneous syndromes, muscular dystrophies, connective tissue disorders and ciliopathies. Both terms aim to prepare students for the board certification exam given by the American Board of Genetic Counseling upon completion of the ScM in genetic counseling.

**PH.415.820. Thesis Research: Genetic Counseling. 1 - 22 Credits.****PH.415.840. SS/R: Genetic Counseling. 1 - 22 Credits.****PH.415.851. Supervised Clinical Rotations: Genetic Counseling. 1 - 4 Credits.**

Clinical placements in adult, pediatric, and prenatal genetic centers in the Baltimore-Washington area provide opportunity to learn about genetic conditions by their impact on individuals and their families, and about roles of the genetic counselor. Individual rotations are scheduled to achieve a wide range of clinical experiences.

**PH.415.861. Genetic Counseling Seminar: Topics in the Field. 2 Credits.****PH.415.866. Current Topics in Molecular Genetics I. 1 Credit.****PH.415.867. Current Topics in Molecular Genetics II. 1 Credit.****PH.415.870. Genetic Counseling Clinical Supervision. 1 Credit.**

**PH.415.880. Genetic Counseling Program Thesis Proposal Development I. 2 Credits.**

**PH.415.881. Genetic Counseling Program Thesis Proposal Development II. 2 Credits.**

**PH.415.882. Genetic Counseling Program Thesis Proposal Development III. 2 Credits.**

This is the third of a series of three courses designed to provide students with the skills needed to turn a research idea into a formally presented and orally defended thesis proposal. In this final course of the series, students will refine their working proposal for submission to the Executive Committee and prepare for the oral examination. They will be expected to have turned a nascent research idea into a workable proposal for the conduct of a research study that will constitute the ScM thesis.