



UNIVERSITY OF KENTUCKY

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COLLEGE OF PUBLIC HEALTH

MEMORANDUM

TO: Health Care Colleges Council

**FROM: Linda A. Alexander, EdD
Associate Dean for Academic Affairs**

**SUBJECT: Proposal for New Course: CPH 642 Ecological Perspectives on
Public Health**

DATE: April 23, 2010

The College of Public Health wishes to establish a new course: CPH 642 Ecological Perspectives in Public Health.

This course will explore the forces that shape health behavior, focusing on the importance of looking at the multiple levels that simultaneously interact to influence the health behavior of individuals and populations. This ecological approach to health behavior stresses that individual health decisions are made in a particular context, and that altering that context can reshape those decisions.

The course proposal has been reviewed and approved by the Academic Affairs Committee and the Faculty Council, according to our college's established bylaws.

Further information about this course can be obtained by contacting the course director, Dr. Mark Swanson.



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COLLEGE OF PUBLIC HEALTH

M E M O R A N D U M

TO: Linda Alexander, EdD
Associate Dean for Academic Affairs

FROM: Graham D. Rowles, PhD
Chair, Faculty Council

SUBJECT: Approval – New Course Proposal for CPH 642

DATE: September 8, 2009

At its meeting today, the Faculty Council approved the following course change proposal:

CPH 642 Ecological Perspectives on Health Behavior

This is now ready to proceed to the next stage of the approval process. Please do not hesitate to contact me if you need additional information or clarification.

April 1, 2009

To: Glyn Caldwell, MD
Chair, Faculty Council

From: Rodney Guttman, PhD
Chair, Academic Affairs Committee

Subject: Approval of Course Proposal
CPH 642 Ecological Perspectives on Health Behavior

At its meeting today the Academic Affairs Committee approved the proposal for a new course, CPH 642, Ecological Perspectives on Health Behavior. This proposal is ready for review by the Faculty Council.

APPLICATION FOR NEW COURSE

1. Submitted by the College of Public Health Date: February 13, 2009

Department/Division proposing course: Health Behavior

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number CPH 642

b. Title* Ecological Perspectives on Health Behavior

*If title is longer than 24 characters, write a sensible title (24 characters or less) for use on transcripts:

Ecol Perspec Hlth Behav

c. Courses must be described by at least one of the categories below. Include the number of actual contact hours per week for each category, as applicable.

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY () LECTURE

() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY

() SEMINAR () STUDIO () OTHER – Please explain: _____

d. Please choose a grading system: Letter (A, B, C, etc.) Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable? YES NO If YES, maximum number of credit hours: _____

g. Course description:

Exploration of ecological model of health behavior, based on theoretical and case-study literature. Contrasts individual-

level and population-level approaches to health behavior.

h. Prerequisite(s), if any:

CPH 604 or consent of instructor

i. Will this course be offered through Distance Learning? YES NO

If YES, please circle one of the methods below that reflects how the majority of the course content will be delivered:

Internet/Web-
based

Interactive
video

Extended campus

Kentucky Educational Television
(KET/teleweb)

Other

Please describe "Other": _____

3. Teaching method: N/A or Community-Based Experience Service Learning Component Both

4. To be cross-listed as: _____
Prefix and Number Signature of chair of cross-listing department

5. Requested effective date (term/year): Fall / 2009

APPLICATION FOR NEW COURSE

17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. Check box if course is 400G or 500. If the course is 400G- or 500-level, *you must include a syllabus showing differentiation* for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*)

19. Within the department, who should be contacted for further information about the proposed new course?

Name: Mark Swanson Phone: 218-2060 Email: mark.swanson@uky.edu

20. Signatures to report approvals:

<p style="text-align: center;">2/13/09</p> <p>DATE of Approval by Department Faculty</p>	<p style="text-align: center;">Richard Crosby</p> <p style="text-align: center;">printed name</p>	<p style="text-align: center;">/</p> <p>Reported by Department Chair</p>	<p style="text-align: center;">/</p> <p style="text-align: center;">signature</p>
<p>DATE of Approval by College Faculty</p>	<p style="text-align: center;">/</p> <p style="text-align: center;">printed name</p>	<p style="text-align: center;">/</p> <p>Reported by College Dean</p>	<p style="text-align: center;">/</p> <p style="text-align: center;">signature</p>
<p>* DATE of Approval by Undergraduate Council</p>	<p style="text-align: center;">/</p> <p style="text-align: center;">printed name</p>	<p style="text-align: center;">/</p> <p>Reported by Undergraduate Council Chair</p>	<p style="text-align: center;">/</p> <p style="text-align: center;">signature</p>
<p>* DATE of Approval by Graduate Council</p>	<p style="text-align: center;">/</p> <p style="text-align: center;">printed name</p>	<p style="text-align: center;">/</p> <p>Reported by Graduate Council Chair</p>	<p style="text-align: center;">/</p> <p style="text-align: center;">signature</p>
<p>* DATE of Approval by Health Care Colleges Council (HCCC)</p>	<p style="text-align: center;">/</p> <p style="text-align: center;">printed name</p>	<p style="text-align: center;">/</p> <p>Reported by Health Care Colleges Council Chair</p>	<p style="text-align: center;">/</p> <p style="text-align: center;">signature</p>
<p>* DATE of Approval by Senate Council</p>	<p>Reported by Office of the Senate Council</p>		
<p>* DATE of Approval by University Senate</p>	<p>Reported by Office of the Senate Council</p>		

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

Signature Routing Log

General Information:


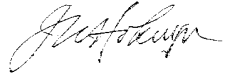


Course Prefix and Number: CPH 642

Proposal Contact Person Name: Becki Flanagan Phone: 218-2092 Email: becki@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Health Behavior	2/13/2009	Richard Crosby/218-2039/crosby@uky.edu	
Academic Affairs Committee	10/5/2009	Jim Holsinger/323-6314/jwh@email.uky.edu	
Faculty Council	10/15/2009	Graham Rowles/218-0145/growl2@email.uky.edu	
Academic Dean	4/23/10	William Pfeifle/218-2054/pfeifle@uky.edu (For Linda Alexander)	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Signature Routing Log

General Information:





Course Prefix and Number: CPH 642

Proposal Contact Person Name: Mark Swanson, PhD Phone: 218-2060 Email: maswan2@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Health Behavior Department		Richard Crosby/218-2039/crosby@uky.edu	
Academic Affairs Committee		Jim Holsinger/323-6314/jwh@email.uky.edu	
Faculty Council		Graham Rowles/218-0145/growl2@email.uky.edu	
Academic Dean		William Pfeifle/218-2054/pfeifle@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council		 2010.11.05 14:12:17 -04'00'	
Health Care Colleges Council	9/21/10		
Senate Council Approval		University Senate Approval	

Comments:

ECOLOGICAL INFLUENCES ON HEALTH BEHAVIOR

CPH 642, Section 001
Fall 2010

Course Meeting: Tuesdays from 3-5:30 pm
CTW 403 (Wethington Building)

Course Instructor: Mark Swanson
CPH 111B

Spring Office Hours:
Wednesdays 9-10 am or
by appointment/chance

218-2060

mark.swanson@uky.edu

Note: Email is generally the best form of contact.

Course Description:

This course will explore the forces that shape health behavior, focusing on the importance of looking at the multiple levels that simultaneously interact to influence the health behavior of individuals and populations. This ecological approach to health behavior stresses that individual health decisions are made in a particular context, and that altering that context can reshape those decisions. Students will be exposed to both theoretical and case study material comparing individual-oriented approaches to public health with population-based approaches utilizing multi-level ecological theoretical approaches. The course will also cover the philosophical and ethical questions inherent in the choices between individual and population approaches to public health.

While this course involves a significant amount of theory, we will also be very interested in how these theories relate to the “real world.” What impact does a particular theoretical approach have on the type of practical approach one might take to a particular public health challenge? What “real world” evidence is there in support of one theoretical approach over the others?

Student Learning Outcomes

Upon completing this course, students will be able to:

1. Explain the differences between individual, uni-dimensional approaches and multi-dimensional ecological approaches to public health.
2. Determine what types of public health challenges are most amenable to population-based, ecologically-oriented solutions.
3. Discuss the philosophical and ethical issues posed by ecological approaches to addressing public health problems.
4. Discuss the roles and responsibilities of public health officials in forming public policies that re-shape ecological influences on health behavior.
5. Design an ecologically-grounded health behavior intervention.

Course Objectives:

The primary objectives of this course are:

1. Explore the components of an ecological perspective in health behavior.
2. Compare the ecological perspective with other theories and models commonly used in the field of health behavior.
3. Discuss controversies and debates surrounding the most effective and appropriate ways to influence health behavior.
4. Examine how the ecological perspective has been used to address key public health problems.

Readings

Required

There is no textbook for this class, reflecting the fact that ecological theory in health behavior is still a relatively undeveloped field. Instead, course readings are from journal articles and book chapters. The majority of the journal articles are available on-line to anyone with a University of Kentucky library account. Any not available at the library will be available in 111 of the CPH Building.

Recommended

Farley, Tom, and Deborah Cohen

2005 Prescription for a healthy nation : a new approach to improving our lives by fixing our everyday world. Boston: Beacon Press.

Elements of Course Grade

1.	Exams (Two take-home essay exams, each worth 250 points)	500
2.	County Health Commission Policy Recommendation Report	300
3.	Discussion questions	100
4.	Discussion participation	<u>100</u>
	TOTAL	1000

Final grade calculations

A	90% +
B	80-89%
C	70-79%

I track grades on a scale of 0-1000. An assignment worth 25% of your grade (such as each exam) is worth 250 points. Grades for assignments will be recorded on Blackboard. If you have any question about your grade over the course of the semester, I will be happy to meet with you.

Exams

The midterm and final exams for this course are take-home, open-book exams, each worth 25% of your final grade. You will write, as well as answer, the questions. The questions will be graded as well as the answers and will account for 5 of that 25%. An important part of this exam is for you to determine what the key issues and perspectives are that we have covered in the course and base your proposed exam questions on that determination. Before each exam (on 10/21 and 12/9), you will submit to me (via Blackboard or email, in a MS Word document, to mark.swanson@uky.edu) five proposed essay-type questions that will allow you to show me your understanding of the central issues covered in readings and in class. I will grade the questions (maximum 10 points per question, for a total of 50 points per exam) and select one of your questions, along with one additional question, which I will return to you. You will answer these two questions in the form of a paper (1000-1300 words per question), complete with cited references to the course readings. This paper is due 5-6 days later (see course schedule for exact due date and time). Please submit it via Blackboard or email as a MSWord document. Late exams will be penalized by 10% of the total possible points for each hour they are late, unless you provide documentation for a valid excuse (illness or family emergency). Thus, if an exam is turned in 3 hours late, the highest score it could possibly receive is 70% of the points allotted. Computer problems do not qualify as a valid excuse. Students documenting an excused absence will be given a new due date and time by the instructor.

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You should limit your references in the exams to assigned readings and classroom discussions. Pay special attention to the organization of your answer – if it's not well-organized, it can be very hard to follow, and organization will be part of the grading criteria. A grading rubric will be distributed in class prior to the first exam.

County Health Commission Policy Recommendation Report

Each student will complete a paper outlining a public health problem of importance and proposed an ecological approach towards addressing that problem. The paper will be written in the form of a proposal from a public health director to local and state political representatives, business and community leaders, and other health officials. Details about the form this paper should take and the type of information it should include will be provided in another handout. **Deadlines** for various parts of this report are included in the course schedule below and **will be strictly enforced**. The final version of the paper is due by noon on Monday, December 6.

Discussion Questions

Four times during the semester, each student will prepare and share with the rest of the class appropriate discussion questions over the week's readings. A signup sheet will be

circulated the first week of class; each student is responsible for signing up for 4 class sessions.

On the Friday before each class, the designated students will prepare two discussion questions designed to stimulate our thinking while completing the readings and preparing for class. Questions should demonstrate that the student has thought carefully about the key issues addressed in the readings for that week. Questions should be emailed to Dr. Swanson by noon on the Friday before class, and he will distribute them to the rest of the class. Discussion questions will be graded based on their demonstration of the student's mastery of the readings. A total of 25 points is possible for each of the four sessions, for a total of 100 points. There will be no makeup work allowed for this assignment unless you contact the instructor with a valid, documented excuse **PRIOR** to the due date for the discussion questions.

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Discussion Participation

Each student is expected to attend all class sessions – with only one class per week, any absence means missing a significant amount of material. While a single absence will not adversely affect your grade, repeated absences will be reflected in the discussion participation portion of your grade. If you have multiple excused absences (documented illness or family emergencies), please discuss the possibility of an alternative assignment for this portion of the grade with the instructor. However, this option is highly discouraged and rarely used.

A good class discussion, in my opinion, is one of the best ways to stimulate creative thinking about course readings. The interplay of ideas among participating students helps make the readings come into focus. We can all get the most out of this class if some basic ground rules are followed by everyone. Effective participation in class discussion requires reading all assigned material prior to the class session. Students cannot achieve full marks for this portion of the grade unless they participate actively in class discussions about the readings. I am less concerned about the quantity than the quality of class discussion – it's what you say, not how much you talk. In addition to reviewing the weekly student-prepared discussion questions, good preparation for class discussion would be to write down 2 or 3 interesting discussion points from the readings and spend some time thinking **before** class about what issues/ questions /disagreements/ etc. you'd like to raise.

Classroom Behavior, Decorum, and Civility

An important part of the professional training in graduate school is to learn how to conduct intellectual discussions in a polite, calm manner, demonstrating respect for the instructor and fellow students. This is particularly important when the discussion covers controversial issues, such as the appropriate role of government in shaping individual and community health behavior. Disagreeing with the instructor or other students about

course content is perfectly appropriate, provided the disagreement is stated in a respectful and considerate manner. Additionally, students are expected to contribute to, but not dominate, classroom discussions. If the instructor feels that a student is behaving in a manner inconsistent with the best interests of the class as a whole, he will contact that student privately to discuss the matter.

Accommodations for Special Needs

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Academic Integrity

I take the University Code of Conduct very seriously, and suggest you do likewise. I will, if necessary, pursue appropriate disciplinary action against any students committing plagiarism and cheating. You may view the Code of Conduct at <http://www.uky.edu/StudentAffairs/Code/part2.htm>. The minimum penalty for either plagiarism or cheating is an "E" in the course, with suspension and dismissal possible.

The concept of take home exams raises potential questions of plagiarism or outside assistance in completing the test. The short answer is "Don't risk it." I am very likely to notice an exam or proposal showing signs of being written by someone other than the student. At any rate, both proposals and exams are specific to each student, so cheating is unlikely to benefit anyone.

A note on deadlines

Deadlines are noted in the course schedule below. It is your responsibility to make certain I have all assignments to me by the due dates and times, which generally do not coincide with class meetings. You may submit assignments via Blackboard, email, or hard copies, although I encourage you to utilize Blackboard.

In keeping with the idea of practicing proposal writing, the deadlines for this course are absolute. If you submit a grant proposal to a funding agency, anything turned in late will not be accepted. The same policy, with modifications for University policy allowing excused absences, <http://www.uky.edu/StudentAffairs/Code/part2.htm> will be followed in this course. Because printers and computers seem to like to act up at inopportune times, leave yourself extra leeway. Print out drafts of your proposal as it nears completion, to make certain you have something to turn in if you suffer a technology breakdown.

Course Schedule

8/31 INTRODUCTION TO COURSE & HISTORICAL PERSPECTIVES

Krieger, N., and A. E. Birn

1998 A vision of social justice as the foundation of public health: commemorating 150 years of the spirit of 1848. *American Journal of Public Health* 88(11):1603-1606.

Szreter, Simon

2003 The Population Health Approach in Historical Perspective. *American Journal of Public Health* 93(3):421.

Schilling, Joseph, and Leslie S. Linton

2005 The public health roots of zoning: In search of active living's legal genealogy. *American Journal of Preventive Medicine* 28(2, Supplement 2):96.

9/7 THEORIES AND REALITY

Crosby, Richard A., Michelle C. Kegler, and Ralph J. DiClemente

2002 Understanding and Applying Theory in Health Promotion Practice and Research. *In Emerging Theories in Health Promotion Practice and Research: Strategies for Improving Public Health*. R.J. DiClemente, R.A. Crosby, and M.C. Kegler, eds. Pp. 1-15. San Francisco: Jossey-Bass.

Glanz, K., and D. B. Bishop

2010 The Role of Behavioral Science Theory in Development and Implementation of Public Health Interventions. *In Annual Review of Public Health*. Pp. 399-418, Vol. 31.

Noar, Seth M.

2005 A Health Educator's Guide to Theories of Health Behavior. *International Quarterly of Community Health Education* 24(1):75-92. ***

9/14 SOCIAL COGNITIVE THEORY

Bandura, Albert

2004 Health Promotion by Social Cognitive Means. *Health Educ Behav* 31(2):143-164.

McAlister, Alfred, Cheryl L. Perry, and Guy S. Parcel

2008 How Individuals, Environments, and Health Behaviors Interact: Social Cognitive Theory. In Glanz, Rimer, Viswanath (eds), Health Behavior and health Education. San Francisco: Jossey-Bass.

Anderson, Eileen S., Richard A. Winett, and Janet R. Wojcik

2007 Self-regulation, self-efficacy, outcome expectations, and social support: social cognitive theory and nutrition behavior. *Annals Of Behavioral Medicine*. 34(3):304-312.

9/21 BUILDING THE ECOLOGICAL MODEL

Cohen, Deborah A., Richard A. Scribner, and Thomas A. Farley

2000 A Structural Model of Health Behavior: A Pragmatic Approach to Explain and Influence Health Behaviors at the Population Level. *Preventive Medicine* 30(2):146.

Green, L. W., L. Richard, and L. Potvin

1996 Ecological foundations of health promotion. *American Journal of Health Promotion* 10(4):270-281.

Sallis, James F., Neville Owen, and Edwin B. Fisher

2008 Ecological Models of Health Behavior. Ch. 20 in Glanz, Rimer, & Viswanath (eds.) *Health Behavior and Health Education: Theory, Research, and Practice*. San Francisco: Jossey-Bass

Schmid, Thomas L., Michael Pratt, and Elizabeth Howze

1995 Policy as Intervention: Environmental and Policy Approaches to the Prevention of Cardiovascular Disease. *American Journal of Public Health* 85(9):1207-1211.

9/24 (FRIDAY) TOPIC FOR POLICY RECOMMENDATION DUE BY 5PM

9/28 STRUCTURAL FACTORS: AVAILABILITY

Smith TA, Lin B-H, Lee J-Y.

2010 Taxing Caloric Sweetened Beverages: Potential Effects on Beverage Consumption, Calorie Intake, and Obesity. Washington, DC: Economic Research Service, USDA.

Brownell KD, Farley T, Willett WC, et al.

2009 The Public Health and Economic Benefits of Taxing Sugar-Sweetened Beverages. *New England Journal of Medicine*. 2009;361(16):1599-1605.

Blake, Susan M., et al.

2003 Condom Availability Programs in Massachusetts High Schools: Relationships With Condom Use and Sexual Behavior. *American Journal of Public Health* 93(6):955-962.

Kirby, Douglas, et al.

1999 The Impact of Condom Distribution in Seattle Schools on Sexual Behavior and Condom Use. *American Journal of Public Health* 89(2):182-187.

10/5 STRUCTURAL FACTORS: PHYSICAL STRUCTURES/BUILT ENVIRONMENT

Brown, A. L., A. J. Khattak, and D. A. Rodriguez

2008 Neighbourhood types, travel and body mass: A study of new urbanist and suburban neighbourhoods in the US. *Urban Studies* 45(4):963-988.

Day, Kristen

2006 Active Living and Social Justice. *Journal of the American Planning Association* (72):88-99.

Saelens, B. E., et al.

2003 Neighborhood-based differences in physical activity: An environment scale evaluation. *American Journal Of Public Health* 93(9):1552-1558.

Wansink B.

2010 From mindless eating to mindlessly eating better. *Physiology & Behavior*. 100(5):454-463.

10/12 STRUCTURAL FACTORS: SOCIAL STRUCTURES

Cohen, Deborah A., et al.

2006 Collective efficacy and obesity: The potential influence of social factors on health. *Social Science & Medicine* 62(3):769-778.

Houston, David J., and Lilliard E. Richardson, Jr.

2007 Motorcycle Safety and the Repeal of Universal Helmet Laws. *American Journal of Public Health* 97(11):2063-2069.

McNeill, L. H., M. W. Kreuter, and S. V. Subramanian

2006 Social Environment and Physical activity: A review of concepts and evidence. *Social Science & Medicine* 63(4):1011-1022.

Burris, Scott, et al.

2004 Addressing the "risk environment" for injection drug users: the mysterious case of the missing cop. *The Milbank Quarterly* 82(1):125.

**10/19 STRUCTURAL FACTORS: CULTURAL AND MEDIA
MESSAGES/SOCIAL MARKETING**

L'Engle, K. L., J. D. Brown, and K. Kenneavy

2004 The mass media are an important context for adolescents' sexual behavior. *Journal Of Adolescent Health* 38(3):186-192.

Strasburger VC, Jordan AB, Donnerstein E.

2010 Health Effects of Media on Children and Adolescents. *Pediatrics*. 125(4):756-767.

Grier, Sonya, and Carol A. Bryant

2003 Social Marketing in Public Health. *Annual Review of Public Health* 26(1):319-339.

**10/21 (Thurs) Exam 1 Proposed Questions Due via email, by noon
(will be returned by 5pm 10/22)**

10/26 NO CLASS – WORK ON TAKE HOME MIDTERM

10/28 EXAM 1 DUE BY 5 PM, VIA EMAIL

11/2 COMMUNITY AND SOCIAL CAPITAL

Portes, Alejandro

1998 Social Capital: Its Origins and Applications in Modern Sociology. *Annual Review of Sociology* 24(1):1-24.

Kreuter, Marshall W., and Nicole Lezin

2002 Social Capital Theory: Implications for Community-Based Health Promotion. *In Emerging Theories in Health Promotion Practice and Research: Strategies for Improving Public Health*. R.J. DiClemente, R.A. Crosby, and M.C. Kegler, eds. Pp. 228-254. San Francisco: Jossey-Bass.

Harpham, Trudy, Emma Grant, and Elizabeth Thomas

2002 Measuring social capital within health surveys: key issues. *Health Policy Plan.* 17(1):106-111.

Pronyk, Paul M., et al.

2008 Can social capital be intentionally generated? A randomized trial from rural South Africa. *Social Science & Medicine* 67(10):1559-1570.

11/5 Outline of County Health Commission Policy Recommendation Report due by 5pm via email

11/9 NO CLASS – APHA MEETINGS IN PHILADELPHIA

11/16 PUBLIC POLICY, ETHICS, AND OPTIMAL DEFAULTS

Minkler, Meredith

1999 Personal Responsibility for Health? A Review of the Arguments and the Evidence at Century's End. *Health Educ Behav* 26(1):121-141.

Oliver, Thomas R.

2006 Politics of Public Health Policy. *Annual Review of Public Health* 27(1):195-233.

Brownell KD, Schwartz MB, Puhl RM, Henderson KE, Harris JL.

2009 The Need for Bold Action to Prevent Adolescent Obesity. *Journal of Adolescent Health.* 45(3, Supplement 1):S8-S17.

Halpern SD, Ubel PA, Asch DA.

2007 Harnessing the Power of Default Options to Improve Health Care. *New England Journal of Medicine.* 357(13):1340-1344.

11/23 TOBACCO CASE STUDIES

Siegel, Michael

2002 The Effectiveness of State-level Tobacco Control Interventions: A Review of Program Implementation and Behavioral Outcomes. *Annual Review of Public Health* 23(1):45-71.

Frieden, Thomas R., et al.

2005 Adult Tobacco Use Levels After Intensive Tobacco Control Measures: New York City, 2002-2003. *Am J Public Health* 95(6):1016-1023.

Hamilton, W. L., L. Biener, and R. T. Brennan

2008 Do local tobacco regulations influence perceived smoking norms? Evidence from adult and youth surveys in Massachusetts. *Health Education Research* 23(4):709-722.

Corbett, Kitty K.

2001 Susceptibility of youth to tobacco: a social ecological framework for prevention. *Respiration Physiology* 128(1):103-118.

11/30 SEXUAL HEALTH CASE STUDIES

Cohen, Deborah , Shin-Yi Wu, and Thomas Farley

2004 Comparing the Cost-Effectiveness of HIV Prevention Interventions. *JAIDS Journal of Acquired Immune Deficiency Syndromes* 37(3):1404-1414.

Wohlfeiler, Dan, and Jonathan M. Ellen

2007 The Limits of Behavioral Interventions for HIV Prevention. *In Prevention is Primary: Strategies for Community Well-Being*. L. Cohen, V. Chavez, and S. Chehimi, eds. Pp. 329-347. San Francisco: John Wiley & Sons.

DiClemente, Ralph J., Saura F. Salazar, and Richard Crosby

2007 A Review of STD/HIV Preventive Interventions for Adolescents: Sustaining Effects Using an Ecological Approach. *Journal of Pediatric Psychology* 32(8): 888-906.

Latkin, C.A. and A.R. Knowlton

2005 Micro-social structural approaches to HIV prevention: a social ecological perspective. *AIDS Care* 17(Supp. 1): S102-S113.

**12/6 (MONDAY) COUNTY HEALTH COMMISSION POLICY
RECOMMENDATION REPORT DUE BY NOON – (EMAIL)**