

What's in a name?

Would a department by any other name be as sweet?



Allan Steckler
October 19, 2012

"It's not like the old days, is it?"

Acknowledgements

With many thanks to:

- Elizabeth French
- Karl Bauman
- Jo Anne Earp
- Geni Eng
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- Anonymous Alumni
- Bill Herzog
- Health Sciences Library
- Wilson Library
 - Southern Collection
 - The Archives
- Stephen Couch
- Mae Beale
- Helena Knego Mullen
- *Barb Steckler*

Introduction



The letter of invitation

Your mission, should you decide to accept it:

- Where we've been as a department
- To honor Godfrey Hochbaum's memory and contributions
- Some traditions of the department
- Share my memories of the "early days"
- Follow the tradition of the 2 previous historical seminars

Humor would be appreciated!!

Overall purpose of this presentation

- The evolution of the department of Health Behavior, 1942-2000
- Including:
 - Guiding principles and philosophy
 - Key events and people
 - Academic programs
 - Important research, other projects
 - External influences



Deans and Dept Chairs

Year	Dept. Chair	Dean
1942-66	Lucy Morgan	Rosenau, McGavran
1966-69	Ralph Boatman Hiawatha Walker (acting)*	McGavran
1969-85	Guy Steuart	McGavran, Greenberg
1985-86	Allan Steckler (acting)	Ibrahim
1986-1996	Jim Sorenson	Ibrahim
1996-2004 7/04-12/04	Jo Anne Earp Jim Sorenson (acting**)	Ibrahim, Roper
6/04-6/05 2005-2008	Ed Fisher	Dardess (acting) Rimer
2008-2012	Jo Anne Earp	Rimer
2012 - ?	Leslie Lytle	Rimer & ?



Department Name Changes

- Public Health Education (PHED, 1942-1969)
- Health Education (HEED, 1969-1990)
- Health Behavior and Health Education (HBHE, 1990-2012)
- Health Behavior (HB, 2012-?)



1972 Faculty Resignations

- In 1972 four senior faculty members resigned in protest, en masse.
- Why?

“Thereby hangs a tale...”

1940s



Children stage a patriotic demonstration.
Southington, Connecticut, May 1942

"You're like part of the family, Doctor!"

Dr. Charles, true doctor of the art...
He is a wise counselor to old and young. He is a loyal and understanding friend to all.
He is, indeed, "the part of the family."

According to a recent nationwide survey:

MORE DOCTORS SMOKE CAMELS THAN ANY OTHER CIGARETTE

YOUR "Y-2000" WILL TELL YOU...
Camel Cigarettes are the most popular in the world...
Camel Cigarettes are the most popular in the world...
Camel Cigarettes are the most popular in the world...

CAMELS Costlier Tobacco





Lucy comes to Chapel Hill

Letter to Frank P. Graham, President UNCCH, from
HW Brown, Dean

Aug. 31, 1942

... “Through the good offices of Dr. Carl V. Reynolds we have been able to secure the services of Lucy Morgan of the U.S. Public Health Service to help us with our Health Education Program. Dr. Morgan is loaned to the School of Public Health by the State Health Board, which assumes all financial obligations. Dr. Morgan is such an outstanding educator that many, if not all, of the federal trainees in health education will be sent to Chapel Hill...”



Dr. Morgan becomes a regular faculty member

Letter to RB House, Administration, UNC-CH, from
MJ Rosenau:

“Professor Lucy Morgan has resigned her position as consultant in the U.S. Public Health Service.... This means that Professor Morgan is now full time with us. ...I have therefore the honor to request that Professor Morgan be placed on our payroll beginning **July 28, 1944**, at a salary of \$5,000 a year net, payable from the Trust Funds of the SPH. This arrangement is without financial obligation on the part of the University.”

1949

- Four full time instructors
- 1942-49: 192 students received training in health education – a one-year curriculum.



Health Education Curriculum 1949

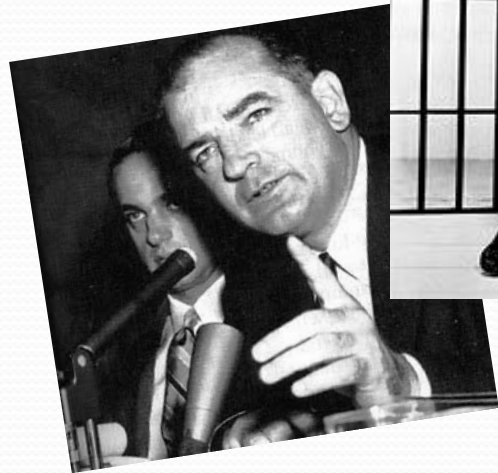
- PH 215 Community Organization for Health Education
- PH 217 Problems in Health Education
- PH 216 Field work in Health Education
- PH 219 School Health Education
- PH 218 Methods in Public Health Education
- PH 317 Research in Health Education
- PH 317 Seminar in Health Education
- PH 115 Intro to PH Education (for people outside HE).



Alumni comments:

- *“...going back to ‘46 & ‘47 is a long way for a 93 year old. Hearing Lucy Morgan declare ‘everybody has some worth’ was a memorable moment for me...Secret night classes with NC College students in Durham was also exciting.*
- *“...the follow-up annual meetings by the Health Education staff were truly helpful to my career”*

1950s



- Eisenhower president
- Elvis sang *Hound Dog*
- U.S. economy strong, full employment
- U.S. policy to spread democracy world wide by providing technical assistance to developing countries
- The Korean War: the fear of the spread of communism
- The House Committee on Un-American Activities



1950s Questions about Health Education

- Why does public health need a discipline concerned with changing human behavior?
- What role should such a discipline play within public health?
- What are the principles of the discipline?
- What training is necessary for practitioners?

1950s Emphases

- Research was rudimentary—much talk about the importance of research and evaluation—little was actually done
- Theory was recognized, but no links yet to research or practice
- Training focused on educational principles, working with communities, organizations, small groups



A former student's comments about Dr. Morgan

**“...She was a powerful
and persuasive teacher
and her impact on
students and colleagues
was strongly felt...”**



Faculty Salaries 1952

Lucy Morgan	\$7680
Eunice Tyler	\$6124
Rosemary Kent	\$5944
Ella Mae Mast	\$4700



Mid 1950s

- An important activity was “Continuation Education” until mid to late 1980s
- Kellogg Foundation funded a Continuing Education project for practitioners

Number of H.E. students - Fall 1953

	NC	US	Foreign	Total
Men	0	4	4	8
Women	1	6	1	8
Total	1	10	5	16



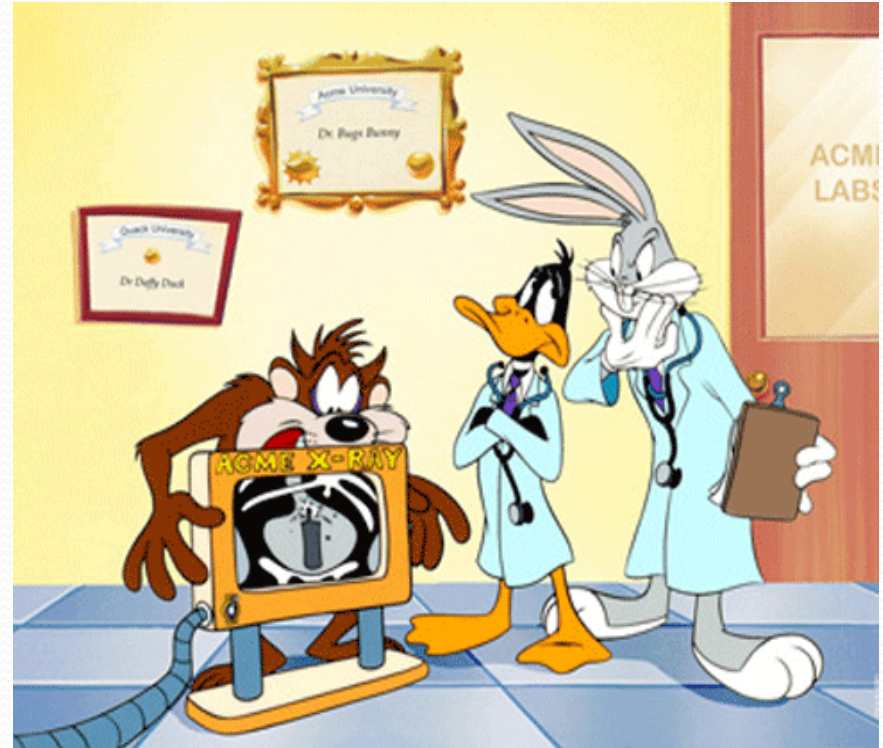
Health Belief Model

- 1958 publication of “Public Participation in Medical Screening Programs: A Socio-psychological Study,” U.S. Public Health Service Publication no. 572. (Hochbaum)
- Thus began the modern era of social psychological theories applied to health behavior

But not right away!

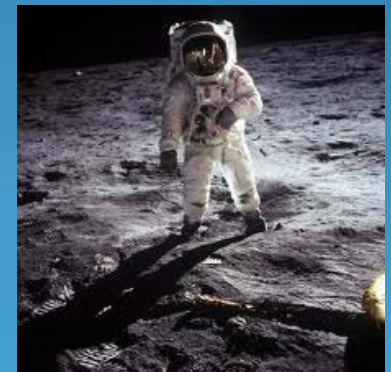
Why Hochbaum's study was seminal

- Asked the question “why people use preventive services”
- Used social science research methods to address a question of preventive behavior
- First logic model



Why *DO* people seek diagnostic X-rays??

1960s



The Morgan era continues

The Health Education faculty sometime around 1960 on the roof of the Phillips Hall Annex building.



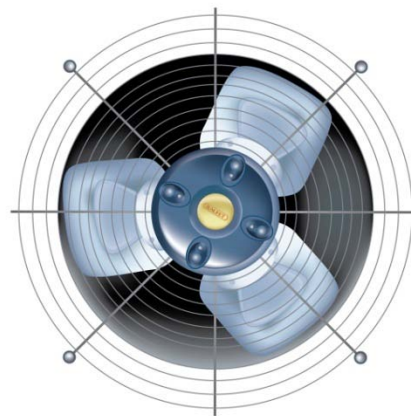
L to R: Ella Mae Mast, Lucy Morgan, Eunice Tyler, Rosemary Kent, Hiawatha Walker, Elizabeth McMahan

1960s

- The Faculty 1960-61:
 - L. Morgan, E. Tyler, R. Boatman, R. Kent, E. McMahan, H. Walker, V. Stone
- New SPH building – Rosenau Hall opened in 1963
- PhD Program
 - Individually planned, work is guided by a faculty adviser
 - May be taken entirely within the SPH or on a major-minor basis, between SPH and School of Education or Department of Sociology

1960s

- Number of degrees 1960-61:
MPH 24, MSPH 10, BSPH 1, CPH, 1, Ph.D. 0; tot. = 36
- ***“Air conditioning for all offices and one classroom has been requested”*** (memo from Lucy Morgan to Dean McGavran).





1961: Rosenstock & Hochbaum: “Some principles of research design in public health,” *AJPH*

- Social science research methods should be employed in public health
- Article... may serve as a guide for the planning and design of ...research in public health”
- The beginning of the current era of applied social science methods to public health

1965 Curriculum

- Required courses:
 - Parasitism and human disease, Human behavior, Special fields in Public health education
 - Field work in Public health education, School health education, Problems in health education
 - Advanced community development for health education
- MPH Program was 1 year
- Tuition was \$570 in state and \$1000 out of state (per year).



Comments from a 1966 MPH grad

- *“I was fascinated with the community as laboratory which we were shown (chicken plucking factory and all.)*
- *“Lucy Morgan's incredible experience and dynamic skill of persuasion were impressive*
- *“I found many of the "classes" pretty absurd...but the community assessment and planning, and organizing components were very meaningful”*

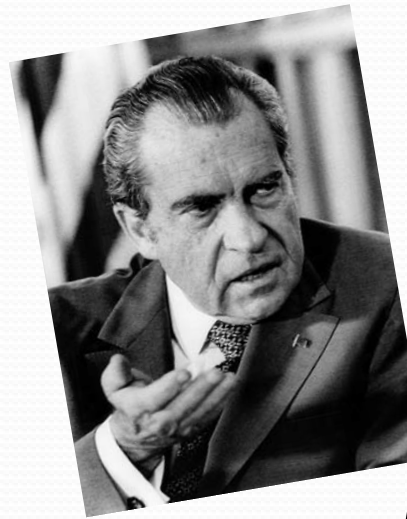


Mandate to search committee 1968

- Expansion of research
- Adjustment of faculty load and responsibility and the addition of faculty resources
- A review of the administrative process within the department
- Reexamination of the philosophy of health education
- A review of the curriculum offered
- Additional emphasis upon continuing education

1970s

- Presidents: Nixon, Ford, Carter
- Watergate scandal, economic recession in U.S., Japan's economy boomed
- First personal computers (Apple)
- Hippies, Feminist movement, Vietnam war
- Star Wars, John Denver, Elton John, Grateful Dead, Disco, Saturday Night Fever
- Beginning of Japanese cars in U.S.
- Sesame Street began (Nov. 9, 1969)



1970-1985

The Steuart Years



Faculty resignations

- 1972: Betty Mathews, Hiawatha Walker, Elizabeth McMahan, & Ella Mae Mast resigned
- Opposed to Steuart's ideas about health education
- Lesson learned?



Memo from Steuart to the Dean

Response to faculty resignations

Formerly	Steuart
Health education ... peopled by practitioners who by training are health educators	...a range of theoreticians and practitioners whose common interest is health related social and behavioral change...
...“the behavioral sciences have nothing to offer us.”	Principles are derived from the social and behavioral sciences ...
The...unit of practice is the community.	The units of practice range from the individual to the nation.
Education is valuable in itself and process is more important than outcomes.	... concern with measurable outcomes in terms of behavior change and health status ...

New Faculty 1970s

John Hatch (1972)

Godfrey Hochbaum (1973)

Jo Anne Earp (1974)

Leonard Dawson (only faculty member remaining
from the Morgan years)

Tony Whitehead (1976)

Allan Steckler (1976)

Brenda DeVellis (1978)

Steuart's approach to health education

- “Out in the rural” (video)
- The idea of health educator as “agent of social change”.

MPH curriculum '76-'77

- **Required courses**
 - Five field work courses spread over 2 years
 - Intro. to community action, Program planning and design
 - Program development and community action
 - Advanced community health development
 - Evaluation
 - Research Methods (*'76 was first year; taught by JAE for 15 years*)
 - Cross cultural consultation (*a planning course with a heavy emphasis on culture; taught by Steuart*)
- **Tuition** = \$672 in-state, \$2000 out of state (per year)



1970s Department Activities

- Steuart reappointed in 1979 for 5 year term
- Department had a “continuing education plan” ...an important source of funding for the department
- Throughout 70s - emphasis on service
- 1979 McDowell County, WV project
- 1979 Undergraduate program created, funding from U.S. Department of Health Education & Welfare



1975 Graduate

- **Memorable people**

“Faculty: John Hatch, Guy Steuart, Faye Coker, Godfrey Hochbaum; Students: Pam York, Martha Milk and Mary Worstell; Staff: Linda Cook”

- **Most memorable class:**

“The practicum/internship was integrated throughout the MPH ... I was assigned to Alamance County. ..”

1980s



- Presidents: Reagan, Carter, The Moral Majority, Misery Index
- War in Central America, Iran-Contra scandal
- Tiananmen Square (China), The war on drugs begun
- *The Karate Kid*, MTV began, KISS, Madonna

Health Behavior and Health Education in the 1980s

- **Efficacy, effectiveness, dissemination** progression of health education research *
- **The health promotion movement** – Canadian Lalonde report: health is a combination of human biology, lifestyle, environment and health care organization
- **Social ecology (1988)**
- First edition **Health Education Planning: A diagnostic approach**** - (The PRECEDE/PROCEED model)

1980 Graduate

- **Memorable people –**

“Unquestionably, Guy Steuart left the biggest impact. His philosophy and worldview about health education infiltrated our whole department. What a maverick! “

The Maxims of Mohan Singh

Hod Ogden, Michael Palko

- A fictional character who became very popular among health educators in the 1980s and into the late 1990s
- Created by Hod Ogden and Michael Palko
- Ogden was the director of the “Bureau of Health Education” at CDC
- Palko was a health administrator/educator in Canada

*If you would change a man's habits,
convince him that his vice is a virtue,
for a man sheds virtues as the python sheds his skin,
it is easy to make virtue a vice,
but not vice virtue.*



Vera Bennett, Linda Cook



Curtis Jackson
Frances Rountree



1980s Theory

Theories were still rudimentary and were not specific to health education, e.g., a 1980 book titled “Theory and practice in health education” included the following individual behavior theories:

- Personality theory
- Developmental theory
- Perception theory
- Motivation theory
- Learning theory



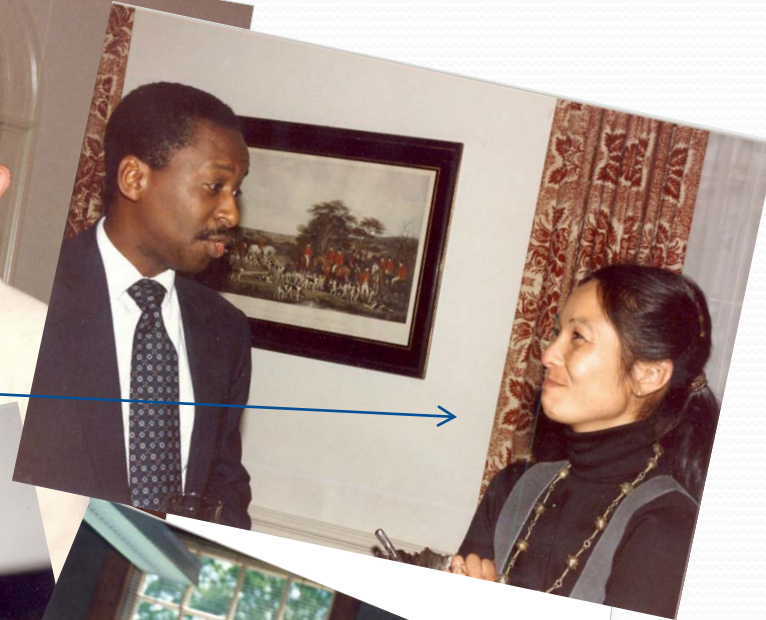
1980 graduate remembers Hochbaum

“Godfrey made a big impact on me also. I was struggling ...to decide whether to take a class on maternal and child health, which was an area I deeply wanted to work, in or a city and regional planning course...”

John Hatch
Guy Steuart



Curtis Jackson
Geni Eng



Tony Whitehead



Len Dawson





1980s (continued)

The beginnings of the AIDS epidemic; the reversal or at least rethinking of the epidemiological transition.

Mohan Singh



Elephant of Reality

*Beware,
lest the
fragile
lotus of
health
education
be trampled
by the
elephant of
reality
-Mohan
Singh*



Lotus of Health Education



1980s Graduate

“The heart of my time and education ...was the Health Education department, itself—the tone of things, the informality of our small department and the true warmth...”

Ethel J. Jackson



Vic and Jerry Strecher



Harriet Barr



Linda Anderson, Brenda
& Bob DeVellis





1981 Graduate

- How has what you learned in the program affected your career:

“The concepts of defining a community, doing a community needs assessment, and tailoring a plan to address those needs that fit within the culture...”

- What classes were most memorable?

“...the overall education I received from multiple professors gave me a well rounded view of health behavior, health education, health policy, and research.”



The Clash of the Titans

- 1980 Hochbaum wrote an article titled “Behavioral change as the goal of health education” and circulated a draft among the faculty.
- Steuart wrote a 30 page *single-spaced* rebuttal. His concerns:
 - coercion and manipulation and informed consent
 - community participation and social change
 - the broader professional role of the health educator, e.g., planning, community diagnosis
 - the dominance of medicine in determining desired behavioral outcomes
 - primary focus on individual, ignoring larger social units



Oh, oh, am I in trouble again?

Mohan Singh

*Lo, the mynah bird repeateth
all that he hears;
therefore, it is a wise law that
strong drink should
never be served to mynahs.*



1980s (continued)

The large scale community cardiovascular risk reduction studies

- Stanford 3 and 5 cities projects
 - Minnesota Heart Health study
 - Pawtucket Heart Health program
 - North Karelia
-
- Secular trends had a major impact; found that community capacity building worked and was important

MPH curriculum 1985

- Very similar to 1976 - area of concentration added
- Research methods required; Qualitative course began
- Still 4 semesters of continuous field work
- Theory course was just beginning as an elective course
- No program planning course
- 1988 tuition = \$1200 in-state, \$4400 out of state

Mohan Singh says



*“He who lives by bread alone
needs sex education.”*



The Sorenson years 1986-1996

- Began as active chair Jan. 1, 1986
- Stepped down: June 30, 1996
- After the official end of his second term he remained chair for 6 months during search
- Was acting chair while Dr. Earp was on sabbatical July 2004–Dec. 2004





Sorenson's analysis of the Dept.

- Bachelor's program was a “disgrace”
- Impressed with the Master's program and the students it attracted, but needed “freshening”
- Ph.D. program needed direction
- Only one funded project—health education training in sub-Saharan Africa—headed by Steuart
- No NIH funded research



Research

- UNC self study declared it wanted to become a major research institution
- This objective provided opportunity for department to enhance both faculty research and the doctoral program



Ramping Up Research: The Catch 22

- Department needed research-related resources
- Dean asked Sorenson to head “Health Promotion Disease Prevention Center” viewing it as an opportunity to have access to resources
- He was able to use HPDP resources to help faculty write grants, manage grants, etc. (HBHE & other depts.)
- One early such project was “Integrating Tobacco Education into Schools”

Space Wars

(part of the CATCH 22)

- Quarterly reports to Dean concerning grant applications and faculty publications
- Building a case that to do research, the dept. needed more space
- Strategy worked, received space in Chase Hall and Airport Road-battled with Medical School
- Those receiving space:
 - Strecher – Health Communications Research Lab
 - Runyan – Injury Prevention
 - Sorenson – Genetic counseling
 - Mutran - Aging



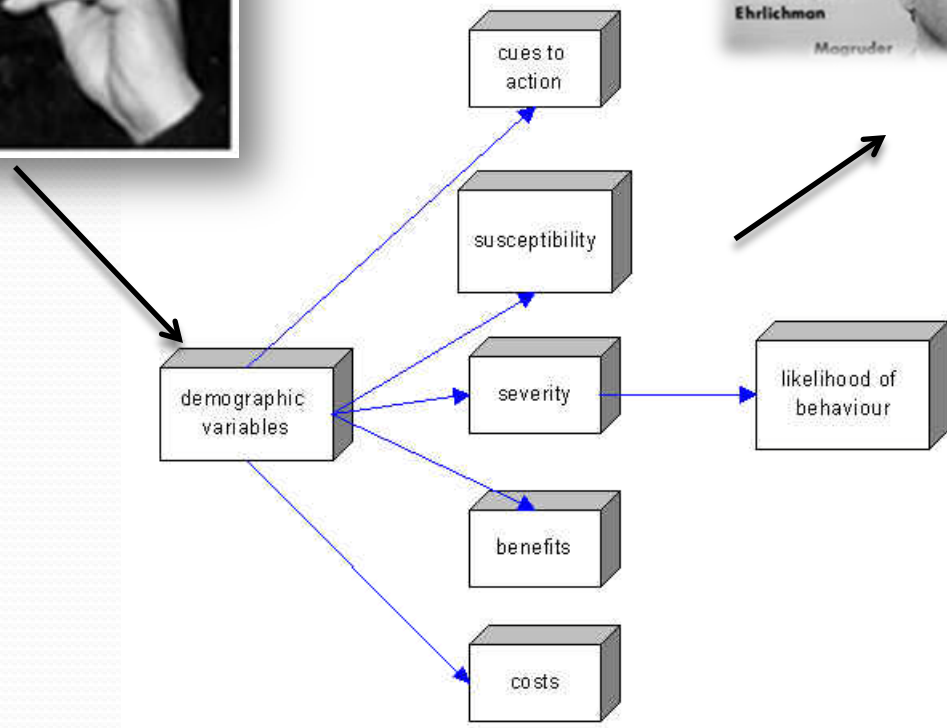
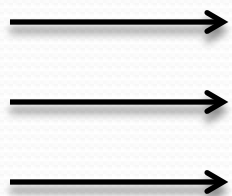
Sorenson's reflections on Hochbaum

- When Jim was interviewing for the chair position with Godfrey he felt it should be the other way around.
- Godfrey was an “idea” person.
- Why did Steuart hire Hochbaum, given that they disagreed so much...?



Ogden's comments on Hochbaum's retirement 1988

- “By the mid 1950s Rosenstock and Guildenbaum were notorious...” (due to the Health Belief model)
- USPHS tried to conceal the HBM by issuing a press release..
- Godfrey left Washington about one week after the break-in at the Watergate, *but this may be coincidental...*



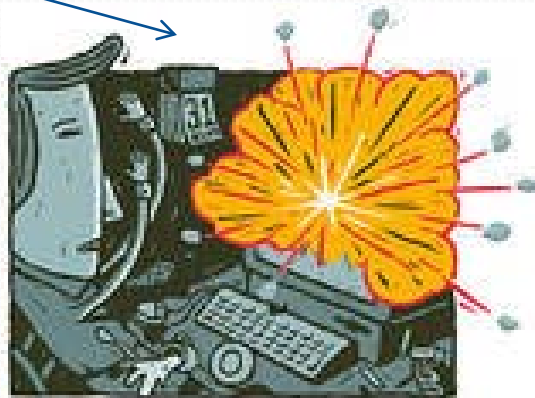
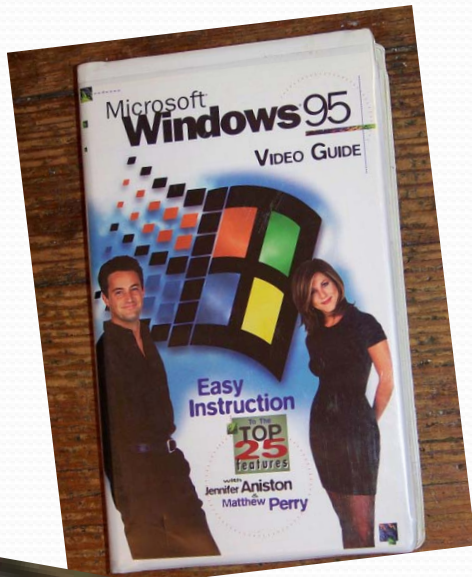
Ogden on Hochbaum, 1988

“...In 1974 I became the first director of the newly created Bureau of Health Education at CDC ...after Godfrey stopped laughing hysterically, he began giving me splendid advice ...I reciprocated by appointing him to a series of advisory committees ...I don't recall that any of them ever met....”

1990s context

- Movies: *Forrest Gump*, *Braveheart*, *The English Patient*, *Titanic*
- TV Shows: *Beverly Hills 90210*, *Home Improvement*, O.J. Simpson murder trial, *The Sopranos*, *SpongeBob Square Pants*
- CERN, a European organization for particle research, publicized the new World Wide Web.
- Y2K spread fear throughout the United States and eventually the world in the last half of the decade.
- Bill Clinton, president, 1992-2000; The Lewinsky scandal.
- The U.S. experiences its longest period of economic expansion. Personal incomes doubled from the recession in 1990.
- The Rwanda genocide, The LA riots due to the Rodney King verdict, Britain hands Hong Kong to China, End of Apartheid in So. Africa.

1990s (Y2K)





Sorenson Faculty Hires

- Tenure track:
Karl Bauman, Carol Runyan, Chris Jackson, Betty Mutran
- Research track:
Bob DeVellis, Mike Bowling
- Instituted reviews and promotions for research track faculty



The doctoral program

- Some years there were few applicants
- Requirements were vague
- In general it needed work
- Appointed Karl Bauman director of doctoral program
- Over a number of years:
 - Amplified doctoral program guidelines
 - Started annual review of doctoral students
 - Standardized comprehensive exams



Doctoral Program Guidelines

- Earp developed draft written guidelines.
- Bauman built on the draft guidelines and the first written guidelines were adopted by the faculty in 1989.
- One big issue was distinguishing between PhD and DrPH — this remained a problem until 2002 when the DrPH was suspended.



Evolution of the doctoral program

- 1950s – late 80s: As previously noted the doctoral program was highly individualized
- Directors: Hochbaum, Earp, Bauman, DeVellis, Ennett
- Late 80s – early 90s, 4 doctoral seminars:
 1. Theory (Sorenson);
 2. Practice (Eng & Steckler);
 3. Intro. To P.H. (Runyan & Bauman);
 4. Professional Development (DeVellis)
- Each seminar held every other year; 1st and 2nd year students took seminars together



Becoming “Health Behavior and Health Education” (1990)

- Wanted to keep “Health Education” because of the MPH program
- Wanted “Health Behavior” to indicate strengths in theory and research
- Michigan had changed name to HBHE—a good model

Theory 1990

Glanz, K., Lewis F.M., Rimer, B.K. (1990). *Health Behavior and Health Education: Theory, Research, and Practice*. San Francisco: Jossey-Bass Publishers, 1-460.

- 1997 – 2nd Edition
- 2002 – 3rd Edition
- 2008 – 4th Edition



1990s

Action Oriented Community Diagnosis

- AOCD began in early 1990s as result of lengthy program review begun in 1987
- Jane Vella taught empowerment education beginning in the early 90s; led to community forums
- AOCD was a first year course so it could be included in comprehensive exams at end of 1st year



Masters Program

- 1970- 1985: Directed by Len Dawson
- 1985-2004: Directed by Geni Eng
- Field coordinators: Len Dawson, Lynn Blanchard, Sandra Quinn, Karen Strazza Moore, Kate Shirah, Meg Landfried
- Until 1990 field teams advised by faculty
- 1990 field teams advised by practitioners who were given adjunct appointments (a big change)



1990s Debate about Qualitative Methods

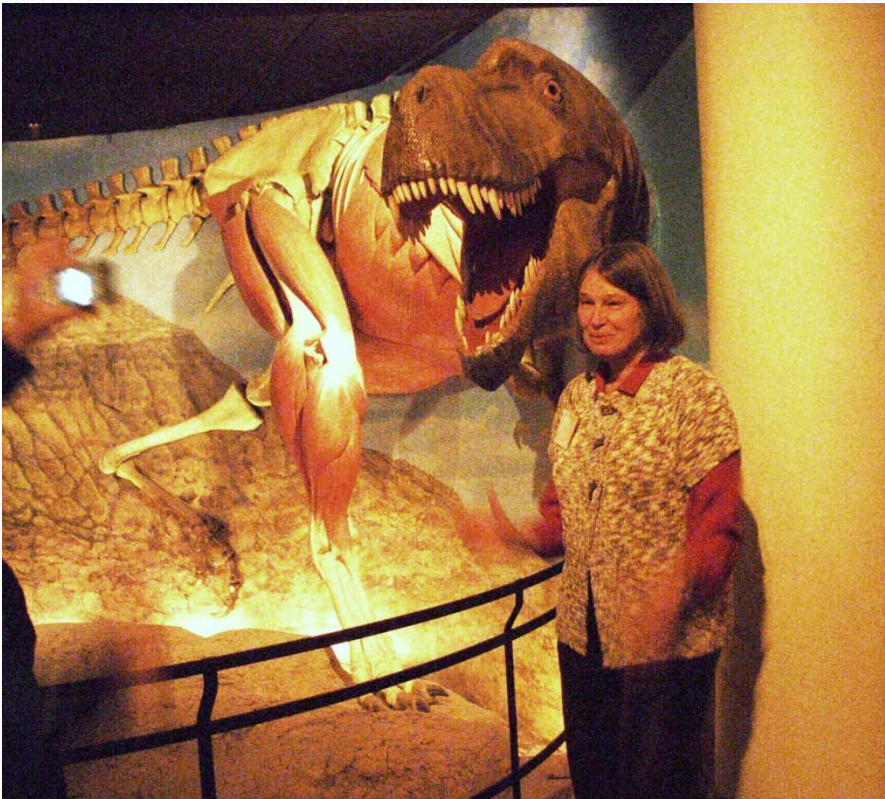
- Qualitative methods were seen as “unscientific” and were opposed by some faculty, not allowed in doctoral dissertations
- Two dissertations led the way
- Qualitative methods now required in masters program, allowed in doctoral dissertations.



Faculty Salaries 1991-92

- Wanted to “reward” faculty
- \$50,000 in “state” money added to department budget
- Sorenson was coming up for reappointment as chair and used the funding request during those negotiations

1996 Jo Anne Earp Became Chair



- Initial chair search failed
- Dean Ibrahim offered it to JAE –

She initially said, “NO!”

Mid to late 1990s Progress

- Lineberger Cancer Center:
A new source of research funding for HBHE
- Beginning to hire research track faculty
- Still the problem of lack of department ability/resources for grant application and grant management



Faculty mid-90s to early 2000s

Additions:

- Susan Ennett (1996)
- Kurt Ribisl (1999)
- Laura Linnan (1999)
- Mark Daniel (1999)

Carol Parks Bani, Mike Bowling, Brenda DeVellis, Bob DeVellis, Jo Anne Earp, Vangie Foshee, Chris Jackson, Megan Lewis, Fletcher Linder, Betty Mutran, Sandra Quinn, Carol Runyan, Jim Sorenson, Allan Steckler



New Doctoral Program Director

- 1996 – Brenda DeVellis became doctoral program director
- Doctoral program was small, but growing
 - At the time there was no separate doctoral curriculum committee
 - Program expectations/requirements were included in the Professional Development seminar

Early research projects (1990s)

- Integrating Tobacco Education Into Schools – Steckler, Bauman & others
- Passive smoking by mothers of infants with Pediatrics Department – Bauman, Strecher
- Dating Violence Study – Bauman, Foshee
- Biological measures – used saliva samples and tested for testosterone as mediator for tobacco use. Bio measures were not popular in department (*nor was Bauman's refrigerator in the lunch room*)

Mid 1990s Notable Research Projects

- 1994-95
 - Partners against hazards and agricultural risks to migrant and seasonal workers (Eng, Kellogg Foundation)
 - Roles and Self: Factors in development and retirement (Mutran, NIA)
 - Evaluation of testing and counseling for CF carriers (Sorenson, National Center Human Genome Research)
- 1996-97
 - Family Matters: influence of a family program on adolescent drug abuse (Bauman, NIDA)
 - Smoke Free Kids: child socialization and onset of tobacco & alcohol use (Jackson, NIDA)
 - BCSP: North Carolina breast cancer screening program (Earp, NCI)
 - Partner abuse as precursor to female homicide and suicide in NC (Runyan, Moracco, CDC)
 - Evaluation of safe dates: An adolescent dating violence prevention project (Foshee, CDC)
 - Obesity prevention in American Indian Children (Steckler, NHLBI)

1990s Research Projects (continued)

- 1997-98
 - Social norms and binge drinking among adolescents (Jackson, NIAAA)
 - Preventing initiation of smoking by children (Jackson, NICHD)
 - Community outreach partnership center (Quinn, US Dept. Housing and Urban Development.)
 - Improve research participants risk-benefit appraisal in informed consent process (Sorenson, Hum Gen Res Inst)

1998 Graduate

- **Memorable people ...**

- *“Oh, too many to name! I enjoyed my classmates – we had such diversity in age, race, experience ...I enjoyed almost all of my classes and the professors who taught them. I loved Linda Cook –...”*

- *“...Jo Anne Earp. I did some part time work for her ...enjoyed getting to know her as more than the department chair. ... I am grateful that I attended the program during her tenure.”*



New doctoral level courses

- 2000/2001 Susan Ennett became doctoral program director
- Program advisory committee; Vangie Foshee, Bob DeVellis, Mike Bowling
- Developed new doctoral level courses
 - Doctoral level research methods (HBHE 760-761)
 - Theory/conceptual foundations (HBHE 815-816)



Research Projects (continued)

2000-01

- Trial of Activity for Adolescent Girls (Steckler, Ribisl, NHLBI)
- How does family violence promote adolescent dating violence (Foshee, Ennett, Bauman, CDC)
- Is likelihood of adolescent smoking determined during childhood (Jackson, NCI)
- North Carolina Youth Empowerment Study (Ribisl, Steckler, Linnan, CDC)



Kellogg Community Scholars Post-Doctoral Program

- Started in 2000; ended in 2012
- 35 post-doc scholars: worked with faculty in a number of UNC units: Epidemiology, Medical School, Cancer Center, HPDP, HBHE
- Worked on projects with community groups and agencies. Made a number of contributions to variety of projects. Also lectured in courses

And now, here it is. your moment of Zen.....

