

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6410: Psychological, Social, & Behavioral Issues in Public Health (3 credit hours)**  
 Fall: 2015  
 Delivery Format: E-Learning in Canvas

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Preferred Course Communications (e.g. email, office phone): direct email, not the canvas system email function. I feel outlook email is a safer means of communication than the email function within the course website. Students have inadvertently emailed the entire class a personal issue. Please email directly.

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### **Prerequisites**

None

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## **PURPOSE AND OUTCOME**

### **Course Overview**

This is the core social and behavioral sciences course for the MPH degree. There are three major aims for this course. (1) The Association of Schools & Programs of Public Health (ASPPH) has drafted a list of competencies that all MPH students should be able to meet upon graduation. Our first aim is to address the 10 SBS competencies and to use them as the course objectives (see the attached table). (2) Our second aim is to explore how social and behavioral sciences theories and public health concepts and methods can be applied throughout the health-illness experience. (3) Our third aim is to promote an appreciation for the role of the social and behavioral sciences in public health and, perhaps, to encourage those of you in other tracks to seek additional training. We will use a variety of instructional methods to address these aims, including lectures, discussion groups, exams, and papers. The success of the course will depend heavily upon active participation by the students, so you are strongly encouraged to present your ideas and to be respectful of the opinions of others.

### **Relation to Program Outcomes**

This course provides primary gains or reinforcement of the following competencies:

- Monitor health status to identify and solve community health problems
- Diagnose and investigate health problems and health hazards in the community using an ecological framework
- Inform, educate, and empower people about health issues
- Mobilize community partnerships and action to identify and solve health problems
- Develop policies and plans that support individual and community health efforts
- Evaluate effectiveness, accessibility, and quality of personal and population based health services
- Conduct research for new insights and innovative solutions to health problems
- Communicate effectively with constituencies in oral and written forms
- Critically describe and evaluate the state of public health social and behavioral science research and literature.
- Apply social and behavioral science theories and concepts to public health problems
- Describe and apply the social ecological framework to public health problems.
- Apply the principles of community participation in public health research and interventions
- Demonstrate the knowledge and skills necessary to conduct social and behavioral science research
- Demonstrate an understanding of health disparities in the U.S. and the underlying role of power differentials to disparities

### Course Objectives and/or Goals

The course goals are listed with the SBS competencies in the table below.

SBS Competency	PHC 6410 Course Objectives, Based on ASPH Competencies
1. Critically describe and evaluate the state of public health social and behavioral science research and literature.	O-8. Describe the merits of social and behavioral science interventions and policies.
2. Apply social and behavioral science theories and concepts to public health problems.	O-1. Describe the role of social and community factors in both the onset and solution of public health problems. O-3. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
3. Describe and apply the social ecological framework to public health problems.	O-1. Describe the role of social and community factors in both the onset and solution of public health problems. O-3. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice. O-5. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
4. Understand and apply the principles of community participation in public health research and interventions.	O-4. Apply ethical principles to public health program planning, implementation and evaluation O-6. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions O-10. Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies and interventions.
5. Demonstrate the knowledge and skills necessary to conduct social and behavioral science research	O-4. Apply ethical principles to public health program planning, implementation and evaluation O-7. Use evidenced-based approaches in the development and evaluation of social and behavioral science interventions. O-9. Describe the steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
6. Demonstrate an understanding of health disparities in the US and the underlying role of power differentials to disparities.	O-2. Identify the causes of social and behavioral factors that affect the health of individuals and populations. O-6. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
7. Demonstrate knowledge and skills needed to design and implement a public health information campaign.	
8. Demonstrate communication skills key to public health workforce participation and advocacy.	

### Instructional Methods

- 1) Lectures: are to compliment the readings. Students are responsible for all the material presented in the course and assigned readings.
- 2) Readings and Resources. In addition to the required text and weekly articles, there are regular required readings as well. Supplementary readings and resources are posted in the course. The reading list may also be supplemented during the course.
- 3) Assessments: A variety of assessments will be used in this course, including but not limited to discussions, assignments and exams.

### What is expected of you?

You are expected to actively engage in the course throughout the semester. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

In order to be successful in an online course it is essential that students become familiar with the course outline, syllabus, and assignments. Since we do not meet weekly, it is the sole responsibility of the student to keep up with course requirements. To assist with this process, in the Getting Started Module, you are assigned a syllabus/academic integrity quiz. While this quiz is ungraded, you must receive a 100% to unlock course materials. You will NOT be able to access course materials until you complete the Getting Started Module and pass the quiz with 100%. In addition, the course materials will be made available incrementally throughout the semester.

## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Weeks/Dates	Lecture Topics	Assignment/Readings
<b>Week 1: 8/24 – 8/29</b>	<b>Course Introduction and Overview</b> <ul style="list-style-type: none"> <li>Course mechanics</li> </ul>	<ul style="list-style-type: none"> <li>Syllabus quiz</li> <li>Introduce yourself on discussion board</li> </ul>
<b>Week 2: 8/30-9/5</b>	<b>Theory Overview</b> <ul style="list-style-type: none"> <li>Overview of health education and promotion and connections between behavior and health</li> <li>Determinants of health</li> <li>The ecological model</li> </ul>	<ul style="list-style-type: none"> <li>Read: Edberg Chapters 1 &amp; 3</li> <li>Answer posted Discussion Question by Wednesday, 9/2 at 8:00 PM EST</li> </ul>
<b>Week 3: 9/6-9/12</b>	<b>Prevention Levels</b> <ul style="list-style-type: none"> <li>Primary prevention</li> <li>Secondary prevention</li> <li>Tertiary prevention</li> </ul>	<ul style="list-style-type: none"> <li>Read <sup>(a)</sup>Johnson et al (2014)</li> <li>Read <sup>(b)</sup>Bullen et al (2013)</li> <li>Read <sup>(c)</sup>Almagro &amp; Castro (2013)</li> <li>Answer posted Discussion Question by Wednesday, 9/9 at 8:00 PM EST</li> <li>Activity due by Friday, 9/11 at 8:00 PM EST</li> </ul>
<b>Week 4: 9/13-9/19</b>	<b>Individual Health Behavior Theories</b> <ul style="list-style-type: none"> <li>Health Belief Model</li> <li>Theory of Reasoned Action/Theory of Planned Behavior</li> </ul>	<ul style="list-style-type: none"> <li>Read: Edberg Chapter 4 (pages 37-45)</li> <li>Read <sup>(d)</sup>Das &amp; Evans (2014)</li> <li>Answer posted Discussion Question by Wednesday, 9/16 at 8:00 PM EST</li> </ul>
<b>Week 5: 9/20-9/26</b>	<b>Individual Health Behavior Stage Theories</b> <ul style="list-style-type: none"> <li>Transtheoretical Model (Stages of Change)</li> <li>Precaution Adoption Process Model</li> </ul>	<ul style="list-style-type: none"> <li>Read: Edberg Chapter 4 (pages 45-52)</li> <li>Read <sup>(e)</sup>Horwath et al (2013)</li> <li>Answer posted Discussion Question by Wednesday, 9/23 at 8:00 PM EST</li> </ul>
<b>Week 6: 9/27-10/3</b>	<b>EXAM 1</b>	<ul style="list-style-type: none"> <li>Work on social media paper</li> </ul>

<b>Week 7: 10/4-10/10</b>	<b>Social, Cultural, &amp; Environmental Theories Part I</b> <ul style="list-style-type: none"> <li>• Social Cognitive Theory</li> <li>• Group Influence and Social Network Theories</li> <li>• Process Theories and Approaches (Diffusion of Innovations and Social Marketing)</li> </ul>	<ul style="list-style-type: none"> <li>• Read: Edberg Chapter 5</li> <li>• Read <sup>(d)</sup>Valente et al. (2009)</li> <li>• Read <sup>(e)</sup>Brady et al (2009)</li> <li>• Answer posted Discussion Question by Wednesday, 10/7 at 8:00 PM EST</li> <li>• Activity due by Friday, 10/9, at 8:00 PM EST</li> </ul>
<b>Week 8: 10/11-10/17</b>	<b>Social, Cultural, &amp; Environmental Theories Part II</b> <ul style="list-style-type: none"> <li>• Communications Theory</li> <li>• Community and Organizational Change</li> <li>• Cultural Theory</li> </ul>	<ul style="list-style-type: none"> <li>• Read: Edberg Chapter 6</li> <li>• Read <sup>(f)</sup>Diez Roux &amp; Mair (2008)</li> <li>• Read <sup>(g)</sup>Collins et al. (2009)</li> <li>• Answer posted Discussion Question by Wednesday, 10/14 at 8:00 PM EST</li> </ul>
<b>Week 9: 10/18-10/24</b>	<b>Multi-Level Theories</b> <ul style="list-style-type: none"> <li>• Bronfenbrenner's Ecological Theory</li> <li>• Flay's Theory of Triadic Influence</li> <li>• Other Multi-Level Models</li> </ul>	<ul style="list-style-type: none"> <li>• Read Edberg Chapter 7</li> <li>• Read <sup>(h)</sup>Golden &amp; Earp (2012)</li> <li>• Answer posted Discussion Question by Wednesday, 10/21 at 8:00 PM EST</li> <li>• Activity due by Friday, 10/23, at 8:00 PM EST</li> </ul>
<b>Week 10: 10/25-10/31</b>	<b>EXAM 2</b>	<ul style="list-style-type: none"> <li>• Begin work on final paper</li> </ul>
<b>Week 11: 11/1-11/7</b>	<b>Moving From Theory to Practice</b> <ul style="list-style-type: none"> <li>• Planning Models</li> <li>• PRECEDE-PROCEED</li> <li>• Risk and Protective Factors Model</li> </ul>	<ul style="list-style-type: none"> <li>• Read: Edberg Chapter 8</li> <li>• Read <sup>(i)</sup>Crosby &amp; Noar (2011)</li> <li>• Answer posted Discussion Question by Wednesday, 11/4 at 8:00 PM EST</li> </ul>
<b>Week 12: 11/8-11/14</b>	<b>Evaluation</b> <ul style="list-style-type: none"> <li>• Process, Impact, Outcome Evaluations</li> <li>• Using Logic Models in Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Read: Edberg Chapter 14</li> <li>• <b>EVALUATION article will be added</b></li> <li>• Answer posted Discussion Question by Wednesday, 11/11 at 8:00 PM EST</li> <li>• Activity due by Friday 11/13, at 8:00 PM EST</li> </ul>
<b>Week 13: 11/15-11/21</b>	<b>Application of Social/Behavioral Theory; Schools and Worksites</b> <ul style="list-style-type: none"> <li>• Communities and Interventions</li> <li>• Population-Based Health</li> <li>• Tailoring</li> <li>• Sustainability</li> <li>• Settings for Interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Read: Edberg Chapter 9</li> <li>• Read: Edberg Chapter 10</li> <li>• Answer posted Discussion Question by Wednesday, 11/18 at 8:00 PM EST</li> </ul>

<b>Week 14: 11/22-11/28</b>	<b>Application of Theory: Communications Campaigns; High Risk and Special Populations</b> <ul style="list-style-type: none"> <li>• Communicating Media</li> <li>• Media Advocacy</li> <li>• What does High Risk Mean?</li> <li>• Harm Reduction Approaches</li> <li>• Generative Approaches to Understanding Risk Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Read: Edberg Chapter 11</li> <li>• Read: Edberg Chapter 13</li> <li>• NOTE: Due to the <b>Thanksgiving Holiday, this is due one day early</b></li> </ul> Answer posted Discussion Question <b>by Tuesday, 11/24 at 8:00 PM EST</b>
<b>Week 15: 11/29-12/5</b>	<b>No Lessons/Lectures</b>	Prevention Paper Due
<b>Week 16: 12/7-12/10</b>	<b>No Lessons/Lectures</b>	Exam 3

### Course Materials and Technology

#### **Required Textbook:**

Edberg, M. (2013). *Essentials of Health Behavior. Social and Behavioral Theory in Public Health. Second Edition*, Jones and Bartlett Publishers.

Excellent reference text (pdf provided on the course website in week 1 module): Glanz & Rimer. 2005. *Theory at a Glance: A Guide for Health Promotion Practice*. National Cancer Institute, National Institutes of Health, U.S. Department of Health and Human Services. Washington, DC: NIH

Several articles are listed in the outline. Articles MAY be added throughout the semester as well.

#### **Webcam and Microphone**

Students are REQUIRED to have a microphone and webcam in place during the test-taking period.

#### **Browser Requirements**

Check regularly to be sure that your browser is compatible with e-Learning in Canvas and ProctorU. Links to the supported browsers and related information can be found from the Student Computing Requirements page at <http://studentlife.online.mph.ufl.edu/e-learning-support/e-learning/e-learning-in-canvas-technical-requirements/>

For technical support for this class, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

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## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

**Course Components:** (Note: Detailed instructions will be given for each assignment as it draws near.)

1. **Syllabus/Academic Integrity Quiz:** The quiz is available from August 24<sup>th</sup>-September 4<sup>th</sup>. It is the student responsibility to keep up with course lectures, assignments, and readings. The quiz will cover the course syllabus and protocols for academic integrity. Please review the syllabus, course overview, and the academic integrity module before completing the quiz. **NOTE:** While this quiz is ungraded, you must receive a 100% to unlock course materials. You will NOT be able to access course materials without passing the quiz.

2. **Weekly Readings and Lectures:** Each week, you will be assigned chapters and/or specified journal articles that are related to that week's lecture topic. Lecture videos and readings can be accessed via the "Modules" feature in e-Learning. See the course outline for detailed information.
3. **Discussion Questions:** Each week, you are responsible for completing the assigned reading, and answering a question in the discussion feature of the website. This is a chance to think critically about the reading. Preferably you will answer your own question before reading the thoughts of others to test your own knowledge and understanding of the material. These questions are worth a total of **30 points**, 11 times over the course of the semester, worth 3 points each week (note you can miss one throughout the semester without penalty). They will be graded for thoughtful content and integration of course materials, which also means they should become more complex over the semester. Questions **MUST** be posted by 7:59PM on Wednesday of every week. **Late postings are not accepted.**
4. **Exams. Three** exams will be held throughout the semester. Each exam will be worth 100 points and will contain multiple choice and short answer questions. Exams will be in weeks 5 (covering weeks 1-4), week 9 (covering weeks 6-8), and week 16 (covering weeks 10-15) **(100 points per exam x 3 exams=300 total points)**
5. **Social Media Project.** This is an individual writing assignment designed for students to evaluate a social media health campaign and apply social and behavioral theories. We will use the topics listed in the *Healthy People 2020* report as a starting point for this assignment <http://www.healthypeople.gov/2020/topicsobjectives2020/default.aspx>. Students will write a paper applying individual and social theories to a health topic of their choosing, from an example found in social media. The social media example is required to be submitted as well.  
Social media project paper, 750 words minimum, 1000 maximum **(50 points)**
6. **Prevention Project Presentation:** This is a presentation designed to encourage collaboration in designing a theory-based intervention to address a health issue. You will work with one partner for this assignment. Each dyad will use behavioral indicators listed in the Healthy People 2020 report ([www.healthypeople.gov](http://www.healthypeople.gov)).
  - a. Behavioral indicators have been selected from the Healthy People 2020 report and include: Environmental health, immunization and infectious diseases, injury and violence prevention, mental health and mental disorders, nutrition and weight status, occupational safety and health, sexually transmitted diseases, substance abuse.
  - b. Dyads will have an opportunity to select from the behavioral indicators via an online sign-up sheet. Each indicator will have a set number of slots. More information will be posted under the "Assignments" feature of e-Learning.
  - c. Dyads are to design an intervention to address their behavioral indicator using theories from each level of the social ecological model. More information will be posted under the "Assignments" feature of e-Learning.
  - d. The presentation is worth **50 points**.

**All activities (i.e. discussion posts, exams, and prevention presentation) are due at the times listed. All submissions will be through e-Learning. NO EXCEPTIONS.**

## Grading

Detailed instructions and grading criteria will be provided for the paper and discussion posts.

Requirement	Points	Due Date
Syllabus Quiz	--	Week 1-Week 2 to unlock materials
Exam 1	100	Exam 1 will open at 8AM on 9/25/2015 and close at 11:59PM on 9/27/2015.
Exam 2	100	Exam 2 will open at 8AM on 10/30/2015 and will close at 11:59PM on 11/1/2015.
Exam 3	100	Exam 3 will open at 8AM on 12/7/2015 and will close at 11:59PM on 12/10/2015.
Social Media Application paper	50	Due 10/7/2015 at 7:59 pm
Prevention Project	50	Due 12/2/2015 at 7:59PM
Activities	20	As described in the Schedule
Discussion Posts	30	Ongoing
<b>Total</b>	<b>450</b>	

## Point System Used

<b>Points earned</b>	418	405-417	396-404	373-395	360-372	351-359	328-350	315-327	306-314	283-305	270-282	≤269
<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

Please be aware that a C- is not an acceptable grade for graduate students. In addition, a grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

<b>Letter Grade</b>	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
<b>Grade Points</b>	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Exam Policy

### ProctorU:

This course will be using ProctorU, a proctoring service for graded exams. This service is a user-friendly system, but you must follow these guidelines to register and take your exams:

1. Students must register for a time slot for their course exams with ProctorU starting the second week of the semester, but no later than 3 days prior to an exam. You will register for your exams at [www.proctoru.com](http://www.proctoru.com). Their website will describe how you register and log on for your exam. Your exams will be taken in your Canvas course, but only ProctorU will be able to open the exam for you. Please test your computer connection and equipment via the ProctorU website prior to your exam.
2. Exams will be administered 8:00AM – 11:59PM (Eastern time), over a long weekend, Friday morning – Sunday evening to accommodate all schedules.
3. Students will need to have a microphone and webcam in place during the test-taking period. An inexpensive webcam and microphone should work fine. Students will NOT be allowed to take an exam without a webcam. (Note: a microphone and webcam are program requirements for the online MPH program, see computer requirements on the program website)

4. Exams may be taken at a student's home. Students must plan to take their exams in an environment where other people are not in the room during the exam. The proctor will ask to see 2 forms of ID, will ask you some questions to identify yourself, will test your microphone and camera, will ask you to pan your desk and clear it of anything not allowed in the exam.
5. Students will need to have some administrative rights on the computer they are using for the exam to enable the proctoring service to function. Please plan on an extra hour of time to complete the exam outside the scheduled exam time to accommodate connection time with the proctor and any technical issues that arise.
6. The program will pay your proctoring fees, but students will be responsible for late registration fees. For exams scheduled less than 3 days before an exam, they will charge a \$5 late fee.
7. It is recommended that students not use a wireless Internet connection for exams. Please consider wire connecting your wireless laptop to your modem for a more reliable Internet signal during the exam. Inexpensive modem cables are available in most electronic stores and online.

#### **Policy Related to Make up Exams or Other Work**

Late assignments **are not** accepted unless arrangements have been made ahead of the due date with the instructor.

Please note: Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

#### **Policy Related to Required Class Attendance**

All faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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## **STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

**“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open



during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

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## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center  
(352) 264-6789  
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

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### ASSIGNED READINGS LIST

- <sup>(a)</sup> Johnson SE, Wu CC, Coleman BN, Choiniere CJ. (2014). Self-reported Exposure to Tobacco Warning Labels among US Middle and High School Students. *Am J Prev Med*, 47 (2S1): S69-S75.
- <sup>(b)</sup> Bullen, C., Howe, C., Laugesen, M., McRobbie, H., Parag, V., Williman, J., & Walker, N. (2013). Electronic cigarettes for smoking cessation: a randomised controlled trial. *The Lancet*, 382(9905), 1629-1637.
- <sup>(c)</sup> Almagro, P., & Castro, A. (2013). Helping COPD patients change health behavior in order to improve their quality of life. *International journal of chronic obstructive pulmonary disease*, 8, 335.
- <sup>(d)</sup> Das BM & Evans EM (2014) Understanding Weight Management Perceptions in First-Year College Students Using the Health Belief Model, *Journal of American College Health*, 62:7, 488-497.
- <sup>(e)</sup> Horwath, C. C., Schembre, S. M., Motl, R. W., Dishman, R. K., & Nigg, C. R. (2013). Does the transtheoretical model of behavior change provide a useful basis for interventions to promote fruit and vegetable consumption?. *Health Promotion*, 27(6), 351-357.
- <sup>(f)</sup> Valente, TW et al. (2009). Adolescent affiliations and adiposity: a social network analysis of friendships and obesity. *Journal of Adolescent Health*, 45, 202-204.
- <sup>(g)</sup> Brady, SS, et al. (2009). Supportive friendships moderate the association between stressful life events and sexual risk taking among African American adolescents. *Health Psychology*, 28, 238-248
- <sup>(h)</sup> Diez Roux, A & Mair, C (2010). Neighborhoods and health. *Annals of the New York Academy of Sciences*, 1186, 125-145.
- <sup>(i)</sup> Collins, JW et al. (2009). Women's lifelong exposure to neighborhood poverty and low birth weight: a population-based study. *Maternal and Child Health Journal*, 13, 326-333.
- <sup>(j)</sup> Golden SD & Earp JL. (2012). Social Ecological Approaches to Individuals and Their Contexts: Twenty years of Health Education & Behavior Health Promotion Interventions. *Health Education Behavior*, 39 (3): 364-372.
- <sup>(k)</sup> Crosby R & Noar SM. (2011). What is a planning model? An introduction to PRECEDE-PROCEED. *Journal of Public Health Dentistry*, 71, S7-S15.
- <sup>(l)</sup> save for evaluation article to be added