

University of Florida
College of Public Health and Health Professions
Fall 2016

Course: PHC 6410 – Section 1644
Psychological, Social, & Behavioral Issues in Public Health (3 credits)

Times: 9:35 – 12:35
(Discussion/ Application: Wednesdays, 9:35 - 11:30)

Room: G301 HPNP

Online: the course website is in CANVAS. You must log in to Canvas on E-learning (<http://elearning.ufl.edu/>) to see course content

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Contact: Please email me directly at kmross@php.ufl.edu. I regularly check my UFL email but I do not check the email function within eLearning on a daily basis; therefore, you will get a much more prompt response if you use my UFL email.

Office Hours: By appointment. Please send requests via email at least 1-2 days before the requested meeting, and include in the email a list of potential days/times that you are available to come by my office in HPNP.

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. The first aim of this course is to address the 10 SBS competencies, which are outlined along with course objectives in the table on page 7. (2) The second aim of this course is to explore how social and behavioral sciences theories and public health concepts and methods can be applied throughout the health-illness experience. (3) The third aim is to promote an appreciation for the role of the social and behavioral sciences in public health and to encourage those of you in other tracks to seek additional training. The course 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 feel free to present your ideas and to be respectful of the opinions of others. 100% attendance is expected.***

Components of the Course:

This course is being offered in a Blended Learning Format

What is blended learning and why is it important? A Blended Learning class uses a mixture of technology and face-to-face instruction to help you optimize your learning. Factual knowledge will be presented using assigned readings and online lectures that are to be viewed **prior to coming to class**. This frees up class time to dive deeper into course material, and work on direct applications of public health concepts and methods to real-world problems. Blended learning is an evidence-based format that has demonstrated effectiveness for increasing student performance and learning. In this format, you have the benefit of watching lecture content at times that are convenient to you, and you can re-watch any lectures or portions of lectures that are particularly difficult at any point during the course (keeping you from having to record in-person lectures or race to take notes in class). An additional benefit of spending in-person class time on direct application of course content is that you will have the opportunity to strengthen skills such as critical thinking, problem solving, and your ability to collaborate with students with diverse interests and ideas (as a core MPH course, this course will have students from across all areas of public health). Competency in these skills is *absolutely critical* for your success as a health professional.

What is expected of me?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments (including completing the readings and watching the assigned lectures **prior to coming to class**). This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you will struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Attendance: *Students are expected to complete all reading assignments, view the lecture, and to come to class prepared for discussion and debate.* Attendance is **required**: Students who anticipate they will miss a class *must* contact the instructor before class; students who have an emergency absence must contact the instructor as soon as possible. *Two unapproved absences will result in a 3% decrease in total class points and more than two unapproved absences will result in a 5% decrease in total class points.*

Course Goals: The course goals are listed with the SBS competencies in the attached table.

Required Textbook:

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

Required articles for each week are listed in the outline and available on the course website. *Note:* Additional articles may be added throughout the semester.

Reference text (pdf provided on the course website): 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

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

1. **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 the original 1st hour of the course (9:35 – 10:35) in weeks 5 (covering weeks 1-4), week 9 (covering weeks 6-8), and week 16 (covering weeks 10-15). The second two hours of the course these days will be used for group projects. **(100 points per exam x 3 exams=300 total points)**
2. **Quizzes.** At the start of **every** class (that isn't an exam day), there will be a short quiz on the reading/lecture content for that week. Please bring your laptop to class to complete these quizzes (they will be completed live on eLearning). There are 10 total quizzes, but the lowest quiz grade will be dropped at the end of the semester, for a total of **9 quizzes x 5 points (45 points)**.
3. **Case Study/Core Concept Application.** This is an individual assignment that will be completed throughout the semester. You will choose a topic from those listed *Healthy People 2020* as a starting point for this assignment <http://www.healthypeople.gov/2020/topicsobjectives2020/default.aspx>. You will be given time to select a topic during the first class on 8/24/2016. Each week, you will provide a short synopsis of that week's course material (approx. ½ page) and discuss **how it applies to the chosen Healthy People 2020** topic (approx. ½ page). Please bring your **printed** case study assignment to class each week. We will peer-review these at the beginning of the class, after the weekly quiz. Each submission will be graded out of 5 points. There are 11 possible weeks, but the lowest grade will be dropped at the end of the semester, to allow for **10 topics x 5 points (50 points)**.
4. **Prevention Project Presentation:** This is a group presentation designed to encourage multi-disciplinary collaboration, wherein you will integrate what you have learned about intervention theory and the multitude of factors that influence the health of populations to design a health behavior change intervention addressing a real-world public health issue. Each group will use behavioral indicators listed in the Healthy People 2020 report (www.healthypeople.gov).
 - a. Each group will be assigned a health topic identified within the Healthy People 2020 report (www.healthypeople.gov).
 - b. While your overarching topic (e.g., "nutrition and weight status") is assigned, you will work within your group to select a specific health indicator. Only one group per indicator; please submit your first and second choices via e-Learning and indicators will be assigned on a first-come first-serve basis. At the **very latest**, your group must submit indicator choices by the end of class (12:35pm) on September 21.
 - c. Groups 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**.
 - e. **You must submit your final presentation powerpoint via eLearning by 5pm on 12/12.**

Dates of assignments/tests are listed below.

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

Assignment	Description	Points	Due Date
Test #1	multiple choice and short answer	100	9/21/2016
Test #2	multiple choice and short answer	100	10/19/2015
Test #3	multiple choice and short answer	100	11/30/2015
Quizzes	Multiple choice	45	Each week
Case Study/Core Concept Application	Weekly application of course content to a <i>Healthy People 2020</i> topic. See description in syllabus	50	Each week, print and bring to class
Prevention Project	Group project developing a theory-based intervention to address a health issue. See description in syllabus and detailed instructions in assignments tab in course website	50	12/12/2016 by 5:00 pm (ready after 12/7 presentations)
TOTAL		445	

Grading Scale: The final grade will be computed on the basis of the following assessments:

<u>%</u>	<u>points</u>	<u>grade</u>	<u>%</u>	<u>points</u>	<u>grade</u>
93–100%	(413-445)	A	78-79%	(347-355)	C+
90-92%	(400-412)	A-	73-77%	(324-346)	C
88-89%	(391-399)	B+	70-72%	(311-323)	C-
83-87%	(369-390)	B	68-69%	(302-310)	D+
80-82%	(356-368)	B-	63-67%	(280-301)	D

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>

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

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.

Turnitin: Turnitin®, a feature in e-Learning, will rate student writing assignments on their originality compared to other published books, journals, websites and other student paper submissions. I will use the results of the Turnitin® report to assist in grading the originality of the assignment. Generally, an originality report of > 20% is cause for concern. However, word for word matching without citing, even if less than 20%, will be assessed for issues of plagiarism and properly referred if plagiarism is found.

NOTE: You MUST submit a word doc for Turnitin to work correctly.

Plan Ahead: Turnitin® reports take about 30-minutes to generate. Therefore, students should check back after their submission for an originality score on their submission. If a student receives an unfavorable report, they should rewrite and re-submit. Students can resubmit unlimited times before the deadline-another great reason not to wait until the last minute to submit. If a report is not generated within 2-3 hours, students should resubmit their assignment.

I recommend that you allow for sufficient time to submit the assignment. Students should keep their email receipt, generated by e-Learning, when submitting an assignment. You may submit this email if an assignment is denoted “late” when it was actually submitted prior to the deadline.

Course Evaluations

Students are expected to provide feedback on the quality of instruction on 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 more information will be provided when they are open. Summary results of these assessments are available to students at Cour

Technology Issues

For issues with technical difficulties for E-learning please contact the UF Help Desk at:

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

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Accommodations for Students with Disabilities: Students with disabilities will be accommodated. Students must follow the written University procedure: "Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation." The College is committed to providing reasonable accommodations to assist students in their coursework. To learn more, please visit <http://www.dso.ufl.edu>

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance 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, assistance for test anxiety, etc. Visit their web site for more information: <http://www.counseling.ufl.edu/>. Online 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, including primary care, women's health care, immunizations, mental health care, and pharmacy 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: www.health.ufl.edu/shcc.
- 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>

BUT – Do not wait until you reach a crisis to come in and talk with someone. The Counseling and Wellness center has helped many students through stressful situations impacting their academic performance. You are not alone, so do not be afraid to ask for assistance.

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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.	

Weeks/Dates	Lecture Topics	Assignment/Readings
Week 1: 8/24	Course Introduction and Overview <ul style="list-style-type: none"> • Course mechanics • Overview of health education and promotion and connections between behavior and health • Determinants of health • The ecological model 	<ul style="list-style-type: none"> • Read: Edberg Chapters 1 & 3
Week 2: 8/31	Prevention Levels <ul style="list-style-type: none"> • Primary prevention • Secondary prevention • Tertiary prevention 	<ul style="list-style-type: none"> • Read ^(a)Johnson et al (2014) • Read ^(b)Bullen et al (2013) • Read ^(c)Almagro & Castro (2013)
Week 3: 9/7	Individual Health Behavior Theories <ul style="list-style-type: none"> • Health Belief Model • Theory of Reasoned Action/Theory of Planned Behavior 	<ul style="list-style-type: none"> • Read: Edberg Chapter 4 (pages 37-45) • Read ^(d)Das & Evans (2014)
Week 4: 9/14	Individual Health Behavior Stage Theories <ul style="list-style-type: none"> • Transtheoretical Model (Stages of Change) • Precaution Adoption Process Model 	<ul style="list-style-type: none"> • Read: Edberg Chapter 4 (pages 45-52) • Read ^(e)Horwath et al (2013)
Week 5: 9/21	EXAM 1 (9:35-10:30)	10:40-12:35 will still have class
Week 6: 9/28	Social, Cultural, & Environmental Theories Part I <ul style="list-style-type: none"> • Social Cognitive Theory • Group Influence and Social Network Theories • Process Theories and Approaches (Diffusion of Innovations and Social Marketing) 	<ul style="list-style-type: none"> • Read: Edberg Chapter 5 • Read ^(f)Valente et al. (2009) • Read ^(g)Brady et al (2009)
Week 7: 10/5	Social, Cultural, & Environmental Theories Part II <ul style="list-style-type: none"> • Communications Theory • Community and Organizational Change • Cultural Theory 	<ul style="list-style-type: none"> • Read: Edberg Chapter 6 • Read ^(h)Diez Roux & Mair (2008) • Read ⁽ⁱ⁾Collins et al. (2009)

Week 8: 10/12	Multi-Level Theories <ul style="list-style-type: none"> • Bronfenbrenner's Ecological Theory • Flay's Theory of Triadic Influence • Other Multi-Level Models 	<ul style="list-style-type: none"> • Read Edberg Chapter 7 • Read ^(j)Golden & Earp (2012)
Week 9: 10/19	EXAM 2 (9:35-10:30)	10:40-12:35 will still have class
Week 10: 10/26	Moving From Theory to Practice <ul style="list-style-type: none"> • Planning Models • PRECEDE-PROCEED • Risk and Protective Factors Model 	<ul style="list-style-type: none"> • Read: Edberg Chapter 8 • Read ^(k)Crosby & Noar (2011)
Week 11: 11/2	Evaluation <ul style="list-style-type: none"> • Process, Impact, Outcome Evaluations • Using Logic Models in Evaluation 	<ul style="list-style-type: none"> • Read: Edberg Chapter 14 • ^(l) Saunders et al 2005
Week 12: 11/9	Application of Social/Behavioral Theory; Schools and Worksites <ul style="list-style-type: none"> • Communities and Interventions • Population-Based Health • Tailoring • Sustainability • Settings for Interventions 	<ul style="list-style-type: none"> • Read: Edberg Chapter 9 • Read: Edberg Chapter 10
Week 13: 11/16	Application of Theory: Communications Campaigns; High Risk and Special Populations <ul style="list-style-type: none"> • Communicating Media • Media Advocacy • What does High Risk Mean? • Harm Reduction Approaches • Generative Approaches to Understanding Risk Behavior 	<ul style="list-style-type: none"> • Read: Edberg Chapter 11 • Read: Edberg Chapter 13
Week 14: 11/23	Thanksgiving Break – University Closed	
Week 15: 11/30	Exam 3 (9:35-10:30) GROUP PROJECT PRESENTATIONS	10:40-12:35 will still have class
Week 16: 12/7	GROUP PROJECT PRESENTATIONS	Class will go from 9:35-12:35 This week!
Finals Week, 12/12	Presentations due via Canvas	

ASSIGNED READINGS LIST

- ^(a) 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.
- ^(b) 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.
- ^(c) 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.
- ^(d) 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.
- ^(e) 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.
- ^(f) Valente, TW et al. (2009). Adolescent affiliations and adiposity: a social network analysis of friendships and obesity. *Journal of Adolescent Health*, 45, 202-204.
- ^(g) 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
- ^(h) Diez Roux, A & Mair, C (2010). Neighborhoods and health. *Annals of the New York Academy of Sciences*, 1186, 125-145.
- ⁽ⁱ⁾ 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.
- ^(j) 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.
- ^(k) Crosby R & Noar SM. (2011). What is a planning model? An introduction to PRECEDE-PROCEED. *Journal of Public Health Dentistry*, 71, S7-S15.
- ^(l) Saunders RP, Evans MH, Joshi P. (2005) Developing a Process-Evaluation Plan for Assessing Health Promotion Program Implementation: A How-To Guide. *Health Promotion Practice*, 6 (2): 134-147. DOI: 10.1177/1524839904273387