

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
**PHC 6405: Theoretical Foundations of Public Health (3 credit hours)**  
Summer 2017  
Delivery Format: E-Learning in Canvas

---

**Instructor:** Lindsey M. King, MPH, CHES, CCRP, CTTS  
Social and Behavioral Sciences Department  
College of Public Health and Health Professions  
Email Address: [linking@phhp.ufl.edu](mailto:linking@phhp.ufl.edu)  
Office Hours: By appointment only

**Supervisor:** Mark Hart, EdD, M.A.L.S..  
Department of Epidemiology  
College of Public Health and Health Professions  
E-mail: [kramtrah@phhp.ufl.edu](mailto:kramtrah@phhp.ufl.edu)  
Phone: (352) 273-8545

**Teaching Assistant:** None

**Preferred Course Communications:** Direct email. Email Policy: Response within 24 hours to emails received on weekdays (M-F) and 48 hours to emails received over the weekend. Outlook email is a safer means of communication than the email function within Canvas.

---

### **Prerequisites**

PHC6410: Psychological, Social, & Behavioral Issues in Public Health

---

## **PURPOSE AND OUTCOME**

### **Course Overview**

Last year, a report by the National Center for Health Statistics announced that the life expectancy in the U.S. dropped for the first time in decades, and that mortality rates from heart disease and stroke, kidney diseases, diabetes, unintentional injuries, and suicide were all up. These trends demonstrate a clear need for the development and implementation of effective public health programs and policies. In order to design interventions that successfully change health behaviors, however, an understanding of *why* these behaviors occur (and how they are maintained) is essential. This course will give you a thorough grounding in the major theoretical foundations of public health and will further give you the skills to apply major theories and models to real-world public health problems.

This course builds on the foundational knowledge of social and behavioral sciences presented in PHC6410; while we will spend some time reviewing the theories and models that were introduced in PHC6410, I am assuming a background familiarity with these theories and models and thus we will spend a bulk of the course extending/applying these models through critical discussion and application.

### **Course Objectives:**

The course objectives for PHC6405 were developed in accordance with the social and behavioral science (SBS) competencies identified by the Association of Schools & Programs for Public health (ASPPH). By the end of this course, students will be able to:

- Describe and apply the basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- Describe the role of social and community factors in both the onset and solution of public health problems.
- Demonstrate an understanding of health disparities in the United States, including the political, economic, and social forces that contribute to these disparities.
- Apply the social-ecological framework to specify multiple targets/levels of intervention for social and behavioral science programs and/or policies.
- Apply evidence-based approaches in the development and evaluation of theoretically-based social and behavioral science interventions.
- Evaluate and critique existing theories of health behavior and health behavior change.
- Identify critical stakeholders for the planning, implementation, evaluation, and dissemination of public health programs, policies and interventions.
- Evaluate individual and organizational/community concerns, assets, resources, and deficits and how these factors may interact with social and behavioral science interventions.
- Apply ethical principles to public health program planning, implementation and evaluation.
- Critically analyze the social and behavioral sciences research literature.
- Translate social and behavioral science research findings into health communication messages for varied audiences.
- Apply methods from the dissemination and implementation literature to design interventions with high potential for public health-level impact.
- Work collaboratively as part of a public health team.

### **What is expected of you?**

You are expected to actively engage in the course throughout the semester. The online version of PHC6405 has been built to mirror the blended-learning campus version, wherein students complete readings and watch videos/lectures before coming to class and then class time is spent on discussion and application of course material. This course relies heavily on participation in the online discussion boards; your participation fosters a rich course experience for you and your peers. As we do not meet weekly, it is the sole responsibility of the student in online courses to keep up with course requirements. You are expected to do preparatory work (including reading and/or watching videos linked in Canvas and completing a short quiz) each week prior to

participating in online discussion boards, which will be spent primarily on critical discussion and application of course content to real-world public health problems. Throughout online course discussions, you will be asked to initiate ideas, share relevant experiences, reflect on what your classmates post, and critique and extend the course readings and lectures. Participating actively requires that you are open to discussing your beliefs and how you define yourself while also opening yourself to other points of view and considering them critically. Rich discussion frequently entails disagreements not only about issues, but also about basic values. As a participant in this class, **you are expected to be respectful toward others and their views**, even if they are radically opposed to your own beliefs.

Please note: Because this is a Summer C course (12 weeks instead of 16 weeks), this course will run quicker than a course in the Fall and Spring. You are expected to keep up with this pace.

**Late work is not accepted.** Quizzes and discussion posts will lock at the end of each module (Thursday at 7:59 AM EST of the following week). To unlock course content, you must take a quiz on the syllabus and course procedures which can be found under the “Start Here” link in eLearning. While you receive no formal grade for this quiz, you must pass the quiz with 100% correct answers in order to unlock the course materials. After this, you will be able to access the course modules during their assigned week (weeks open up at 8 AM on Thursday).

#### **Instructional Methods:**

This course is offered online, in weekly “modules.” Each module is made up of the following:

- 1.) Assigned readings (textbook chapters and/or articles posted to eLearning)
- 2.) Lectures/videos (posted to eLearning)
- 3.) A quiz (covering all content presented within the module, including readings and videos)
- 4.) Discussion posts

---

## **DESCRIPTION OF COURSE CONTENT**

#### **Course Schedule:**

Weeks for this course are defined as 8 AM EST on a Thursday through 7:59 AM EST the following Thursday. See the week-by-week course schedule at the end of this syllabus for more details.

#### **Course Materials and Technology:**

**Required textbook:** Glanz, K., Rimer, B. K., & Viswanath, K. (2015). *Health Behavior: Theory, Research, and Practice, 5<sup>th</sup> Edition*. San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-62898-0

*Note: The 5<sup>th</sup> edition has been substantially updated and much of this new material is included in this class; thus, earlier editions of the textbook should not be used.*

**Additional Required Readings:** Posted on the course website (Canvas).

**Course Website:** The course website is available on Canvas at <http://elearning.ufl.edu>. The weekly schedule, additional course materials, and links to submit course assignments and weekly discussion questions are

available through this website. You will log into the course website using your gatorlink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

**Announcements:** Class announcements will be sent via the announcements tool in eLearning. Depending on your CANVAS notification settings, you may or may not be notified via email; you are responsible for all information in these announcements whether or not you see them in your email.

**Technical Requirements:** You are REQUIRED to have a webcam and microphone. Browser requirements may change; please consult <https://kb.helpdesk.ufl.edu/FAQs/SupportedBrowsersForUFWebsites> to see a list of supported browsers and recommendations for browser configuration.

For **technical support for the course eLearning site, activities, and assessments**, please contact:

Truly Hardemon, MEd  
Room Number: HPNP 4173  
Phone Number: 352-273-5822  
Email Address: [hardemont@ufl.edu](mailto:hardemont@ufl.edu)  
Office Hours: Monday – Friday, 8:00 AM to 5:00 PM EST.

For **other 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://elearning.ufl.edu/help.shtml>

---

## ACADEMIC REQUIREMENTS AND GRADING

### Course Components:

1. **Syllabus Quiz:** You are asked to complete a brief quiz on the syllabus and academic integrity prior to unlocking the course content on Canvas. 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. **Readings and Other Course Materials (Lectures/Videos):** For each weekly module, you will be assigned textbook chapters and/or specified journal articles to read. Within each module on Canvas, additional information may be provided (e.g., recorded lectures and/or videos). Whether these materials are required or optional will be described within that week's page on Canvas.
3. **Quizzes:** Given the importance of online discussion to this course, it is essential that all students have completed the required readings, watched the required lectures/videos, and grasp that week's concepts *prior* to participating in online discussions. To encourage completion of the readings/assigned material, and to help assess if there are any areas that students are having difficulty with, you will be asked to complete a quiz on each week's material (by 7:59 AM EST each Thursday). This quiz is intended to assess overall comprehension of the material and is considered a didactic tool; you will receive feedback based on your correct/incorrect responses and you will have two attempts each week to complete the quiz. Questions are randomly drawn from a question bank, however, so it is unlikely

that you will see the exact same set of questions each time. **Each quiz is worth 5 points, for a total of 55 points.**

4. **Online Discussion Participation & Weekly Activities:** Each module will have a group discussion component. You may also have short out-of-class assignments that you will discuss on the discussion board that will be considered part of this grade; more information on these assignments will be provided under the appropriate module. While you are graded on our overall participation each week, you are required to complete each week's discussion post and reply to **a minimum** of one other post on that week's group board (excluding week 1 where replies are not required). Discussion posts should address **all** questions in that week's prompt (you can separate sections by question # or write all answers in a narrative form, just be clear to indicate that you've answered all questions), and you should end your post in a way that engages the class in discussion (e.g., ending with a question to the group that will generate interesting discussion about the topic and must demonstrate critical thinking related to the week's readings/content). Appropriate questions include those that 1) seek clarity on course material; 2) relate the course material to other public health issues/theories or discussions we've had; 3) provide the basis for further investigation that would build on the readings; 4) generate interesting course discussion/debate. Please consult the rubric posted on eLearning for an outline of what we are looking for in the discussion posts and how they will be scored. Initial discussion posts are due by 7:59 AM EST on Tuesday every week, and you have until Thursday at 7:59 AM EST to reply to your fellow group members' posts. **Students can earn up to 15 points each week (except for first week, which is worth 10 because no replies are required) for discussion participation, for a total of 175 points over the course of the semester.**
5. **Journal Article Presentation:** To build skills in the critical evaluation of scholarly literature in social and behavioral sciences, you will be asked to choose a recent (within the past 5 years) published journal article to review and orally present to your classmates. More details can be found in the Assignment feature on Canvas and will be available later in the semester (you will be notified when they are ready and a sign-up discussion post will be made available). You will pick a week/module topic; on the week that you select, you will be given 10 minutes to provide a brief description of the study (~5 mins) and a critical review (~5 mins). You should include **audio /video** and the presentation will be uploaded to the course site (voice over powerpoint using Collaborations tool, YouTube video, etc). Please view *at least* 2 of your classmates' presentations and provide constructive feedback regarding the theoretical application to the topic. **The article presentation is worth 30 points.**
6. **Media Advocacy Assignment:** To integrate what you've learned about behavior change theories and health communication, and to hone your ability to translate scholarly literature into writing that can appeal to the general public, you will be asked to prepare a letter to the editor/op ed on a public health topic of your choosing. Topics are to be submitted via Canvas by June 29 at 5pm. A draft of your letter/op end should be submitted via Canvas by July 27<sup>th</sup> for peer review. A final version of your op-ed is due via Canvas by 5pm on August 3. **The Media Advocacy Assignment is worth 50 points.**

All activities are due at the days/times listed. All submissions will be through Canvas. NO EXCEPTIONS.  
Grading Overview:

Requirement	Due Date	Points
<b>Syllabus Quiz</b>	(must be completed to unlock course materials)	-
<b>Module Quizzes</b>	Ongoing	55
<b>Online Discussion Participation &amp; Weekly Activities</b>	Ongoing	175
<b>Journal Article Presentation</b>	During chosen module	30
<b>Media Advocacy Assignment</b>	Topic due by June 29; Draft due by July 27 <sup>th</sup> for peer review; final to be submitted via Canvas by 5pm August 3 <sup>rd</sup> .	50
<b>TOTAL</b>		<b>310</b>

### Point System

Points earned	≥288	279-287	273-278	257-272	248-256	242-247	226-241	217-225	211-216	195-210	186-194	≤185
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

NOTE: Points are **not** rounded up at the end of the semester, and **grades are not curved**.

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.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	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>

### Policy Related to Late Assignments and Make-Up Work

**Late assignments are not accepted** unless arrangements have been made ahead of the due date with the instructor. If you have a scheduling conflict that prevents you from fulfilling a certain course requirement, please contact the instructor as soon as possible.

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 the instructor 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>

---

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

### **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](http://www.multicultural.ufl.edu)

### **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. Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior for graduate students, and 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:

Updated: 5/8/2017

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

### **Faculty Course Evaluation Process**

Evaluations provide important feedback to faculty and the department on teaching effectiveness and how the course can be improved for future years. Formal end-of-semester evaluations are collected by UF, typically during the last few weeks of the semester. You will be emailed with a link to the evaluation site (<https://evaluations.ufl.edu>) and asked to fill out an anonymous evaluation.

I take your comments on these evaluations very seriously and use them to improve the course during future semesters. Further, evaluation results and comments are considered valuable feedback on my teaching by the department. While your evaluations are anonymous and I cannot see who has completed evaluations and who has not, I can see the percentage of students enrolled in the course that have completed evaluations. So, to encourage participation, all students in the class will be awarded one (1) bonus point if at least 80% of the enrolled class completes evaluations, and two (2) bonus points if 100% of the enrolled class completes evaluations.

## **SUPPORT SERVICES**

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

The College is committed to providing reasonable accommodations to assist students in their coursework. 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.

### **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.

### U Matter, We Care:



Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone

at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

### Summer 2017 Weekly Course Schedule

Week/ Date	Week Topics	Readings	Assignments
<b>Week 1: May 11</b>	<b>Course Introduction and Overview</b> <ul style="list-style-type: none"> <li>• Course overview</li> <li>• Linking theory, research, &amp; practice</li> <li>• Determinants of health</li> </ul>	<ul style="list-style-type: none"> <li>• Glanz Chapter 2</li> <li>• Watch: <i>Unnatural Causes</i>, Episode 1</li> <li>• Watch intro lecture and week 1 lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus Quiz</li> <li>• Introduce yourself and pie chart discussion post by Thursday, 5/11 at 7:59 AM EST</li> </ul>
<b>Week 2: May 18</b>	<b>Health Disparities, Stress &amp; Coping</b> <ul style="list-style-type: none"> <li>• Overview of health disparities in the U.S.</li> <li>• The role of chronic stress in health and health disparities</li> <li>• Upstream vs. downstream interventions</li> <li>• The impact of SBS interventions on health disparities</li> </ul>	<ul style="list-style-type: none"> <li>• Glanz Chapter 12</li> <li>• Watt (2007)</li> <li>• Watch: <i>Unnatural Causes</i>, Episodes 2 &amp; 5</li> </ul>	<ul style="list-style-type: none"> <li>• Week 2 Quiz by Thursday, 5/18 at 7:59 AM EST</li> <li>• Answer posted to Discussion Questions by Tuesday, 5/16 at 7:59 AM EST</li> <li>• Reply to discussion posts by Thursday, 5/18 at 7:59 AM EST</li> </ul>

<b>Week 3: May 25</b>	<b>Social-Ecological Models &amp; Systems Modeling</b> <ul style="list-style-type: none"> <li>Review of Social-Ecological Models</li> <li>Targeting interventions at various levels</li> <li>Levels of Prevention</li> <li>Systems Modeling</li> </ul>	<ul style="list-style-type: none"> <li>Glanz Chapter 3</li> <li>McLeroy et al. (1988)</li> <li>Shulz &amp; Northridge (2004)</li> </ul>	<ul style="list-style-type: none"> <li>Week 3 Quiz by Thursday, 5/25 at 7:59 AM EST</li> <li>Answer posted to Discussion Questions by Tuesday, 5/23 at 7:59 AM EST</li> <li>Reply to discussion posts by Thursday, 5/25 at 7:59 AM EST</li> </ul>
<b>Week 4: June 1</b>	<b>Individual Level: Expectancy Value Theories, Cognitive Dissonance Theory</b> <ul style="list-style-type: none"> <li>Review HBM, TRA/TPB</li> <li>Integrated Behavioral Model</li> <li>Cognitive Dissonance Theory</li> <li>Are individual models <i>only</i> useful at the individual behavior-change level?</li> </ul>	<ul style="list-style-type: none"> <li>Glanz Chapters 4, 5, &amp; 6</li> <li>Articles TBD</li> </ul>	<ul style="list-style-type: none"> <li>Week 4 Quiz by Thursday, 6/1 at 7:59 AM EST</li> <li>Answer posted to Discussion Questions by Tuesday, 5/30 at 7:59 AM EST</li> <li>Reply to discussion posts by Thursday, 6/1 at 7:59 AM EST</li> </ul>
<b>Week 5: June 8</b>	<b>Individual Level: Stage Theories &amp; Motivational Interviewing</b> <ul style="list-style-type: none"> <li>Review Transtheoretical Model</li> <li>Using stage models to design interventions</li> <li>Motivational Interviewing</li> </ul>	<ul style="list-style-type: none"> <li>Glanz Chapter 7</li> <li>Articles TBD</li> </ul>	<ul style="list-style-type: none"> <li>Week 5 Quiz by Thursday, 6/8 at 7:59 AM EST</li> <li>Answer posted to Discussion Questions by Tuesday, 6/6 at 7:59 AM EST</li> <li>Reply to discussion posts by Thursday, 6/8 at 7:59 AM EST</li> </ul>
<b>Week 6: June 15</b>	<b>Interpersonal Level: Social Cognitive Theory, Self-Determination Theory, &amp; Interpersonal Communication</b> <ul style="list-style-type: none"> <li>Review Social Cognitive Theory (SCT)</li> <li>Self-Determination Theory</li> <li>Interpersonal communication techniques</li> </ul>	<ul style="list-style-type: none"> <li>Glanz Chapters 8, 9, &amp; 13</li> <li>Articles TBD</li> </ul>	<ul style="list-style-type: none"> <li>Week 6 Quiz by Thursday, 6/15 at 7:59 AM EST</li> <li>Answer posted to Discussion Questions by Tuesday, 6/13 at 7:59 AM EST</li> <li>Reply to discussion posts by Thursday,</li> </ul>

			6/15 at 7:59 AM EST
<b>Week 7: June 22</b>	<b>BREAK WEEK</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Week 8: June 29</b>	<b>Interpersonal Level: Social Support &amp; Social Networks</b> <ul style="list-style-type: none"> <li>• Assessing social support &amp; the impact of social support on health</li> <li>• Designing interventions to increase social support</li> <li>• Assessing and intervening with social networks</li> </ul>	<ul style="list-style-type: none"> <li>• Glanz Chapters 10 &amp; 11</li> <li>• Articles TBD</li> </ul>	<ul style="list-style-type: none"> <li>• Week 8 Quiz by Thursday, 6/29 at 7:59 AM EST</li> <li>• Answer posted to Discussion Questions by Tuesday, 6/27 at 7:59 AM EST</li> <li>• Reply to discussion posts by Thursday, 6/29 at 7:59 AM EST</li> <li>• <b>Media Advocacy Assignment topic due by Thursday, 6/29 at 5:00 PM EST</b></li> </ul>
<b>Week 9: July 6</b>	<b>Health Communication, Social Marketing, &amp; Media Advocacy</b> <ul style="list-style-type: none"> <li>• Elaboration likelihood model</li> <li>• Health communication &amp; persuasion</li> <li>• Social marketing campaigns</li> </ul>	<ul style="list-style-type: none"> <li>• Glanz Chapters 17 &amp; 21</li> <li>• Articles TBD</li> </ul>	<ul style="list-style-type: none"> <li>• Week 9 Quiz by Thursday, 7/6 at 7:59 AM EST</li> <li>• Answer posted to Discussion Questions by Wednesday, 7/5 at 7:59 AM EST (Tuesday is a holiday so you get an extra day this week).</li> <li>• Reply to discussion posts by Thursday, 7/6 at 7:59 AM EST</li> </ul>
<b>Week 10: July 13</b>	<b>Community Level: Community Engagement &amp; Community Capacity Building</b> <ul style="list-style-type: none"> <li>• Principles of community engagement</li> <li>• Building community capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Glanz Chapters 14 &amp; 15</li> <li>• Articles TBD</li> </ul>	<ul style="list-style-type: none"> <li>• Week 10 Quiz by Thursday, 7/13 at 7:59 AM EST</li> <li>• Answer posted to Discussion Questions by</li> </ul>

	<ul style="list-style-type: none"> <li>• Community empowerment</li> <li>• CBPR methods</li> </ul>		<p>Tuesday, 7/11 at 7:59 AM EST</p> <ul style="list-style-type: none"> <li>• Reply to discussion posts by Thursday, 7/13 at 7:59 AM EST</li> </ul>
<b>Week 11: July 20</b>	<p><b>Policy Level: Policy Factors and Interventions, Behavioral Economics</b></p> <ul style="list-style-type: none"> <li>• Policy impact on health behavior</li> <li>• Paternalism &amp; health policy</li> <li>• Behavioral economics</li> </ul>	<ul style="list-style-type: none"> <li>• Glanz Chapter 20</li> <li>• Articles TBD</li> </ul>	<ul style="list-style-type: none"> <li>• Week 11 Quiz by Thursday, 7/20 at 7:59 AM EST</li> <li>• Answer posted to Discussion Questions by Tuesday, 7/18 at 7:59 AM EST</li> <li>• Reply to discussion posts by Thursday, 7/20 at 7:59 AM EST</li> </ul>
<b>Week 12: July 27</b>	<p><b>Integrating Theory &amp; Planning Interventions</b></p> <ul style="list-style-type: none"> <li>• Review PRECEDE-PROCEED</li> <li>• Intervention Mapping</li> <li>• Integrating theory-based behavioral change methods in SBS interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Glanz Chapters 18 &amp; 19</li> <li>• Articles TBD</li> </ul>	<ul style="list-style-type: none"> <li>• Week 12 Quiz by Thursday, 7/27 at 7:59 AM EST</li> <li>• Answer posted to Discussion Questions by Tuesday, 7/25 at 7:59 AM EST</li> <li>• Reply to discussion posts by Thursday, 7/27 at 7:59 AM EST</li> <li>• <b>Media Advocacy Assignment draft for peer review due by Thursday, 7/27 at 5:00 PM EST</b></li> </ul>

<b>Week 13:</b> <b>August 3</b>	<b>Intervention Implementation, Dissemination, &amp; Diffusion</b> <ul style="list-style-type: none"> <li>• Key challenges in implementation &amp; dissemination of interventions</li> <li>• Review Diffusion of Innovations</li> <li>• Review RE-AIM</li> <li>• Consolidated Framework for Implementation Research (CFIR)</li> <li>• D&amp;I research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Glanz Chapter 16</li> <li>• Articles TBD</li> </ul>	<ul style="list-style-type: none"> <li>• Week 13 Quiz by Thursday, 8/3 at 7:59 AM EST</li> <li>• Answer posted to Discussion Questions by Tuesday, 8/1 at 7:59 AM EST</li> <li>• Reply to discussion posts by Thursday, 8/3 at 7:59 AM EST</li> <li>• <b>Media Advocacy Assignment final due by Thursday, 8/3 at 5:00 PM EST</b></li> </ul>
------------------------------------	---	--	---

**Additional Readings/Resources (Preliminary List subject to change, Please refer to Canvas module for most updated readings/resources):**

#### **Week 1**

Unnatural Causes, Episode 1: In Sickness and in Wealth (57:44):

<http://ufl.kanopystreaming.com/video/unnatural-causes-sickness-and-wealth>

#### **Week 2**

Unnatural Causes, Episode 2: When the Bough Breaks (30:28)

<http://ufl.kanopystreaming.com/video/unnatural-causes-when-bough-breaks>

Unnatural Causes, Episode 5: Place Matters (30:23)

<http://ufl.kanopystreaming.com/video/unnatural-causes-place-matters>

Watt, R. G. (2007). From Victim Blaming to Upstream Action: Tackling the Social Determinants of Oral Health. *Community Dentistry and Oral Epidemiology*, 35, 1-11.

#### **Week 3**

McLeroy, K. R., Bibeau, D., Steckler, A., & Glanz, K. (1988). An Ecological Perspective on Health Promotion Programs. *Health Education Quarterly*, 15(4), 351-377.

Shulz, A., & Northridge, M. E. (2004). Social Determinants of Health: Implications for Environmental Health Promotion. *Health Education & Behavior*, 31(4), 455-471.