

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6410: Psychological, Social, & Behavioral Issues in Public Health (3 credit hours)
Spring 2018
Delivery Format: E-Learning in Canvas

Instructor: Kathryn M. Ross, PhD MPH

Room Number: Online

Phone Number: 352-294-8433

Email Address: kmross@php.ufl.edu

Office Hours: By appointment

Teaching Assistant: Kanathy Haney, MS CHES CPH

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Preferred Course Communications (e.g. email, office phone): Email

Email policy: Response within 24 hours to emails received on weekdays (M-F). Emails received during the weekend or after 5pm on Friday will be answered by 1pm on the following Monday.

Prerequisites

None

PURPOSE AND OUTCOME

Course Overview

This course offers a broad introduction to the application of social and behavioral sciences in public health. This course will provide foundational knowledge of the major social and behavioral science models and theories, and will guide students in the application of these theories to real-world public health challenges. Further, this course seeks to hone critical and analytical thinking skills -- human health behavior is complex and cannot be captured and explained fully by any single theoretical model. Rather, we will discuss (and critique) a range of models and behavior change strategies. Rarely are things black and white when studying human behavior, and theories and models in behavioral sciences are being constantly updated as more knowledge is uncovered (and/or as behaviors change, e.g. in relation to the proliferation of smartphones and social media). Thus, this course will require all students to become comfortable with ambiguity as we develop understanding of the strengths and weaknesses of existing theories and models when applying them to real-world public health problems.

Discussion plays an important role in this course, thus this course requires active involvement. You are expected to keep up with course readings and assignments and engage in course discussions conducted via the course website. Throughout course discussions, you will be asked to initiate ideas, share relevant experiences, reflect on what your classmates say, and discuss 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.

Updated: 1/31/2018

Course Objectives:

The course objectives for PHC6410 were developed in accordance with the social and behavioral science (SBS) competencies identified by the Association of Schools & Programs for Public health (ASPPH) and were designed to provide the background knowledge necessary for students intending to take the ASPPH exam to become Certified in Public Health (CPH). By the end of this course, students will be able to:

- Describe how social and behavioral science models and theories can be used to understand and intervene on current public health issues.
- Apply social ecological frameworks to understand the complex constellation of factors that are associated with health behavior.
- Understand how social and behavioral science models and theories are used to design, implement, and evaluate public health programs.
- Critically describe and evaluate the state of the public health social and behavioral science research literature.
- Communicate effectively about health behavior theories and models in oral and written formats.
- Discuss policies and plans that support individual and community health intervention efforts.
- Understand the basic procedures for evaluating the effectiveness, implementation, and quality of health interventions.
- Apply principals of community participation in public health research and interventions.
- Demonstrate an understanding of health disparities in the United States, including the political, economic, and social forces that contribute to these disparities.
- Specify multiple targets and levels of intervention for public health programs and/or policies.
- Apply ethical principles to public health intervention design, implementation, and evaluation.
- Work collaboratively as part of a public health team.

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

I ask that you complete each of the components of each module in the order listed above. The textbook readings make up the core foundation of this course, and supplemental articles, lectures, and videos are provided to supplement the course textbook by offering applied examples, clarification of any of the more difficult concepts, and offering additional information not available in the textbook. Thus, when writing the lectures and providing related videos, I have assumed that you have completed the assigned readings for that week they may be confusing if you have not done so.

What is expected of you?

You are expected to actively engage in the course throughout the semester. The online version of PHC6410 has been built to mirror the blended-learning campus version, wherein students complete readings and watch

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. **Late work is not accepted.** Quizzes and discussion posts will lock at the end of each module (Monday at 7:59 AM EST of the following week; see course schedule below for details).

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 “officially” start/open up at 8 AM on each Monday; however, to accommodate varied study/work/travel schedules, you can access course material each week starting the prior Friday at 5 PM. Module 2 material will be unlocked immediately upon completion of Module 1: Course Introduction and Overview).

DESCRIPTION OF COURSE CONTENT

Course Schedule:

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

Course Materials:

Required Textbook: Simons-Morton, B., McLeroy, K. R., & Wendel, M. L. (2012). *Behavior Theory in Health Promotion Practice and Research*. Burlington, MA: Jones & Bartlett Learning. ISBN: 978-0763786793.

Additional Required Readings: Posted within each module on the course website.

Lectures & Videos: Posted within each module on the course website.

Course Website: The course website is available at <http://elearning.ufl.edu> . The weekly schedule, all modules, and all course materials (including links for quizzes and exams) are available through this website. Grades will be posted on this website, and you will be expected to participate in discussion posts on this website weekly. 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.

Technology Requirements: Students are REQUIRED to have a webcam and microphone. Browser requirements may change; please consult <https://wiki.helpdesk.ufl.edu/FAQs/SupportedBrowsersForUFWebsites#elearning> 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 the Online Course Coordinator:

Truly Hardemon, MEd

Room Number: HPNP 4173

Phone Number: 352-273-5822

Email Address: 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
- (352) 392-HELP - select option 2
- <https://elearning.ufl.edu/help.shtml>

ACADEMIC REQUIREMENTS AND GRADING

Course Components: (Note: Detailed instructions will be provided on eLearning as due dates get closer)

1. **Syllabus Quiz:** 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. **Readings and Lectures:** For each weekly module, you will be assigned textbook chapters and/or specified journal articles to read. Within each module, additional information may be provided along with recorded lectures and videos. The textbook readings provide the foundation for this course; additional readings, lectures, and videos are provided to: 1) provide more information to help clear up potentially challenging or confusing topics; 2) extend the textbook reading with more advanced concepts; 3) provide real-world examples and applications of theories, models, and interventions described in the textbook. As a result, you should complete the textbook readings *prior* to completing the other content in the module.
3. **Quizzes:** Each module has a comprehensive quiz that covers all of the content from that module (i.e., the readings **and** the lectures/videos). The quizzes are not formally proctored and thus can be considered open-book; however, they are timed and you will not have time to look up every concept covered on the quiz. Therefore, you should complete your readings and review of the lecture/video content from each module *before* taking the quiz. The quiz will offer feedback based on your answers and you will have two opportunities to take each quiz. The questions that are presented are a random selection from a pool of potential items, however, so it is unlikely that you will get the exact same questions twice. Quizzes close (e.g., you will have no additional opportunities to take or retake a quiz) on 7:59 AM EST on Mondays. **Each quiz is worth 5 points, for a total of 50 points** (there are 11 quizzes, but I will drop your lowest quiz grade at the end of the semester).
4. **Discussion Participation:** Each module will have a group discussion component. After your introduction post on week 1 (ungraded but completion of this discussion post is required to unlock Module 2 content), I will divide students into **project groups**. This will be your group for the final project and, on a weekly basis, you will participate in each module's discussion *within* your group. 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. 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, such as a question about part of the material that you found confusing, a question that popped into your head while working on that weeks' module, or a question that you think will generate interesting discussion about the topic). 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 PM EST on Wednesday every week, and you have until Monday at 7:59 AM EST to reply to your fellow group members' posts. **Each week's discussion participation is worth 5 points, for a total of 50 points** (there are 11 weeks of discussions, but I will drop your lowest discussion grade at the end of the semester).

5. **Exams:** There will be 3 exams in this course. All exams will be completed using ProctorFree, a test proctoring service that lets you schedule your exam at a time that is convenient to you. You should pick a time where you will not be distracted as you must complete the exam in one sitting. You will be required to take a practice test with ProctorFree **prior to the first exam** to make sure that your system is set up correctly. **Exams are closed book**, and are a mix of multiple choice and short essay questions. While many of the multiple choice questions will follow the format of the weekly quizzes (e.g., *applying* the knowledge that you have learned), the essays will also require you to be able to generate the steps and formats of the models and theories that you have learned (e.g., you may be asked to draw and label a theory or model and describe how it would be applied). While exams focus on the course content covered since the previous exam, you are responsible for any course material presented earlier as well. Exams will occur on Week 6 (covering Modules 1-5), Week 11 (covering Modules 7-10), and Week 16 (covering Modules 12-15). **Each exam is worth 100 points, for a total of 300 points.**
6. **Social Media Campaign Paper:** This paper will have you apply your knowledge of individual and social theories of behavior change to assess an existing social media campaign. This paper is due by **Monday, March 26 at 7:59 AM EST**. This paper must be submitted through eLearning, where it will be evaluated by **Turnitin**, a service which provides feedback regarding originality of your text. You will be able to see the results of this service immediately; I would encourage you to submit your paper early so that you have time to revise your paper following any feedback from the Turnitin application. Please see the project description available under the "assignments" tab on the eLearning site. **The Social Media Campaign Paper is worth a total of 50 points.**
7. **Prevention Project:** In this group project, you will pull together all that you've learned in the course to design a public health intervention. You will be asked to work with your group members to create a theory-based, multi-component intervention within an assigned focus area (based on the health priorities outlined in Healthy People 2020). This project is due by **Wednesday, 5/2 at 7:59 PM EST**. You will present your work in a 15-minute scientific presentation, similar to one that you would present to a health department or at an academic conference. Please see the project description available under the "assignments" tab on the eLearning site. **The Prevention Project is worth a total of 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.

Updated: 1/31/2018

Grading

Requirement	Due Date	Points
Syllabus Quiz	1/15 at 7:59 AM	-
Module Quizzes	Ongoing	50
Discussion Participation	Ongoing	50
Exam 1	Exam 1 will open at 8:00 AM EST on Monday 2/12 and is due by 7:59 AM EST on Monday 2/18	100
Social Media Paper	Social Media Paper is due by 7:59 AM EST on Monday 3/26	50
Exam 2	Exam 2 will open at 8:00 AM EST on Monday 3/19, and is due by 7:59 AM EST on Monday 3/25	100
Exam 3	Exam 3 will open at 8:00 AM EST on Monday 4/23, and is due by 7:59 AM EST on Monday 4/30	100
Prevention Project	Due by 7:59 PM EST on Wednesday, 5/2	50
TOTAL		500

Point System

Points earned	≥465	450-464	440-449	415-439	400-414	390-399	355-389	350-354	340-349	310-339	300-309	≤299
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>

Exam Policy:

More detailed information regarding exam composition will be posted via announcements on eLearning closer to each scheduled exam. Exams will be conducted via ProctorFree. Students must register for ProctorFree and take a practice quiz via ProctorFree *prior* to taking Exam 1 (see course announcements on eLearning for more information on scheduling the practice quiz). More information for ProctorFree can be found on the eLearning course website.

ProctorFree:

This course will be using ProctorFree, a proctoring service for graded exams. ProctorFree ensures exam integrity and enables administration of remote online exams. All exam sessions will be reviewed as part of your final grade. Instances of cheating or appropriate behavior will be considered violations of the Student Honor Code and will result in disciplinary action. ProctorFree is a user-friendly system, but you must follow these guidelines to register and take your exams:

1. You must first create a profile with ProctorFree, which will be your permanent student record with the service.
2. When it is available (watch out for an announcement on eLearning), follow the link to launch your practice quiz in ProctorFree.
3. Exams will be administered 8:00 AM EST on the Monday of exam week through 7:59 AM EST on the following Monday to accommodate schedules.
4. 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*). Exams are closed book, closed notes. Students may use two blank sheets of paper as scrap paper, but must use their camera to show both sides of each sheet and to pan around their desk/room with their camera prior to starting the exam.
5. 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.** You will be asked for two forms of ID. You may be asked some questions to identify yourself, to test your microphone and camera, and you will be asked to pan your desk and clear it of anything not allowed in the exam.
6. 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 extra time to complete your exam to accommodate connection time and any technical issues that arise.
7. The College of Public Health & Health Professions will pay your proctoring fees.
8. 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

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

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:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Updated: 1/31/2018

Online 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 directly influence the tenure and promotion process and 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

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.

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 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.

Spring 2018 Weekly Course Schedule

Week/ Dates	Lecture Topics	Readings	Assignments
Week 1: 1/8 – 1/14	Course Introduction and Overview, Healthy People 2020	<ul style="list-style-type: none"> • Healthy People 2020 website 	<ul style="list-style-type: none"> • Syllabus Quiz • Introduce yourself on discussion board
Week 2: 1/15 – 1/21	Theory Overview, Levels of Prevention <ul style="list-style-type: none"> • Overview of health education and promotion and connections between behavior and health • Determinants of health • Levels of Prevention 	<ul style="list-style-type: none"> • Read: Textbook Chapter 1 • Read: Diabetes Prevention Program Research Group (2002) 	<ul style="list-style-type: none"> • Week 2 Quiz • Answer posted Discussion Questions by Wednesday, 1/17 at 7:59 PM EST • Participate in Discussion (reply to posts) by Monday, 1/22 at 7:59 AM EST
Week 3: 1/22 – 1/28	Social-Ecological Models <ul style="list-style-type: none"> • Understanding the Socio-Ecological Perspective • Bronfenbrenner's Ecological Model • McLeroy's Ecological Model • CDC ecological model 	<ul style="list-style-type: none"> • Read: Textbook Chapter 2 • Read: McLeroy et al. (1988) • Read: Golden & Earp (2012) • Read: Sallis et al. (2012) 	<ul style="list-style-type: none"> • Week 3 Quiz • Answer posted Discussion Questions by Wednesday, 1/24 at 7:59 PM EST • Participate in Discussion (reply to posts) by Monday, 1/29 at 7:59 AM EST

Week 4: 1/29 – 2/4	Individual Health Behavior Theories: Motivation & Expectancy Value Models <ul style="list-style-type: none"> Expectancy Value Models (HBM, TRA/TPB, IMB models) 	<ul style="list-style-type: none"> Read: Textbook Chapter 3 & Chapter 4 	<ul style="list-style-type: none"> Week 4 Quiz Answer posted Discussion Questions by Wednesday, 1/31 at 7:59 PM EST Participate in Discussion (reply to posts) by Monday, 2/5 at 7:59 AM EST
Week 5: 2/5 – 2/11	Individual Health Behavior Theories: Stage Theories <ul style="list-style-type: none"> Transtheoretical Model (Stages of Change) Precaution Adoption Process Model Motivational Interviewing 	<ul style="list-style-type: none"> Read: Textbook chapter 10 Hall, Gibbie, & Lubman (2012) 	<ul style="list-style-type: none"> Week 5 Quiz Answer posted Discussion Questions by Wednesday, 2/7 at 7:59 PM EST Participate in Discussion (reply to posts) by Monday, 2/12 at 7:59 AM EST
Week 6: 2/12 – 2/18	EXAM 1	<ul style="list-style-type: none"> NONE 	<ul style="list-style-type: none"> Exam 1
Week 7: 2/19 – 2/25	Social and Environmental Influences on Health Behavior <ul style="list-style-type: none"> Observational Learning Social Cognitive Theory 	<ul style="list-style-type: none"> Read: Textbook Chapter 5 	<ul style="list-style-type: none"> Week 7 Quiz Answer posted Discussion Questions by Wednesday, 2/21 at 7:59 PM EST Participate in Discussion (reply to posts) by Monday, 2/26 at 7:59 AM EST
Week 8: 2/26 – 3/4	Social Influences on Health Behavior: <ul style="list-style-type: none"> Social Influence Processes Social Network Theory Diffusion of Innovation 	<ul style="list-style-type: none"> Read: Textbook Chapter 6 & Chapter 7 	<ul style="list-style-type: none"> Week 8 Quiz Answer posted Discussion Questions by Wednesday, 2/28 at 7:59 PM EST Participate in Discussion (reply to posts) by Monday, 3/5 at 7:59 AM EST
Week 9: 3/5 – 3/11	SPRING BREAK		
Week 10: 3/12 – 3/18	Health Communication and Social Marketing <ul style="list-style-type: none"> Communications Models Theories of Persuasion Health Communication Social Marketing 	<ul style="list-style-type: none"> Read: Textbook Chapter 11 Friedman et al. (2016) Mariona (2015) 	<ul style="list-style-type: none"> Week 9 Quiz Answer posted Discussion Questions by Wednesday, 3/14 at 7:59 PM EST Participate in Discussion (reply to posts) by Monday, 3/19 at 7:59 AM

			EST
Week 11: 3/19 – 3/25	EXAM 2		<ul style="list-style-type: none"> • Exam 2 • Social Media Paper due by Monday, 3/26 at 7:59 AM EST
Week 12: 3/26 – 4/1	Community Health Determinants, Health Disparities, and High Risk Populations <ul style="list-style-type: none"> • Health Disparities and Public Health Ethics • Risk and Protective Factors Model • High Risk Populations • Harm Reduction Approaches 	<ul style="list-style-type: none"> • Documentary viewing: <i>Unnatural Causes</i> Episodes 1 & 2 • Adler and Rehkopf (2008) 	<ul style="list-style-type: none"> • Week 12 Quiz • Answer posted Discussion Questions by Wednesday, 3/28 at 7:59 PM EST • Participate in Discussion (reply to posts) by Monday, 4/2 at 7:59 AM EST
Week 13: 4/2 – 4/8	Communities & Health Promotion <ul style="list-style-type: none"> • Organizational Change Theory • Community Capacity & Community Interventions • Community-Based Participatory Research Methods 	<ul style="list-style-type: none"> • Read: Textbook Chapter 12 • Corbie-Smith et al. (2011) 	<ul style="list-style-type: none"> • Week 13 Quiz • Answer posted Discussion Questions by Wednesday, 4/4 at 7:59 PM EST • Participate in Discussion (reply to posts) by Monday, 4/9 at 7:59 AM EST
Week 14: 4/9 – 4/15	Program Planning/Planning Models, High-Risk Populations <ul style="list-style-type: none"> • PRECEDE-PROCEED • Intervention Mapping • MATCH 	<ul style="list-style-type: none"> • Read: Textbook Chapter 13 • Crosby & Noar (2011) 	<ul style="list-style-type: none"> • Week 14 Quiz • Answer posted Discussion Questions by Wednesday, 4/11 at 7:59 PM EST • Participate in Discussion (reply to posts) by Monday, 4/16 at 7:59 AM EST

Week 15: 4/16 – 4/22	Program Evaluation <ul style="list-style-type: none"> • Process, Outcome, & Impact Evaluation • Using Logic Models in Evaluation • RE-AIM 	<ul style="list-style-type: none"> • Read: Textbook Chapter 14 • Saunders et al. (2005) 	<ul style="list-style-type: none"> • Week 15 Quiz • Answer posted to Discussion Questions by Wednesday, 4/18, at 7:59 PM EST • Participate in Discussion (reply to posts) by Monday, 4/23 at 7:59 AM EST
Week 16: 4/23 – 4/29	Exam 3		
Week 17: 4/30 – 5/4	No Lessons/Lectures		<ul style="list-style-type: none"> • Prevention Project Presentation Due 5/2 at 7:59 PM

Journal Articles (preliminary list; lease note that additional articles may be posted via eLearning):

Module 1:

Healthy People 2020 website: <https://www.healthypeople.gov/>

Module 2:

Diabetes Prevention program Research Group. (2002). Reduction in the incidence of type 2 diabetes with lifestyle intervention or metformin. *The New England Journal of Medicine*, 346(6), 393-403.

Module 3:

Golden, S. D., Earp, J. L. (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.

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

Sallis, J. F., Floyd, M. R., Rodriguez, D. A., & Saelens, B. E. (2012). Role of built environments in physical activity, obesity, and cardiovascular disease. *Circulation*, 125, 729-737.

Module 5:

Hall, K., Gibbie, T., & Lubman, D. I. (2012). Motivational interviewing techniques: Facilitating behavior change in the general practice setting. *Australian Family Physician*, 41(9), 660-667.

Module 9:

Friedman, A. L., Kachur, R. E., Noar, S. M., & McFarlane, M. (2016). Health communication and social marketing for STDs. *Sexually Transmitted Diseases, 43*, S83-S101.

Mariona, J. H. (2015). The Death of the PSA? The challenge of effecting social change in the digital entertainment age. *Center for Media & Social Impact, American University School of Communication*. Retrieved from: <http://cmsimpact.org/media-impact/the-death-of-the-psa-the-challenge-of-effecting-social-change-in-the-digital-entertainment-age/>

Module 12:

Documentary viewing: *Unnatural Causes*.

Episode 1: <http://ufl.kanopystreaming.com/video/unnatural-causes-sickness-and-wealth>

Episode 2: <http://ufl.kanopystreaming.com/video/unnatural-causes-when-bough-breaks>

Adler, N. E., & Rehkopf, D. H. (2008). U.S. disparities in health: Descriptions, causes, and mechanisms. *Annual Review of Public Health, 29*, 235-252.

Module 13:

Corbie-Smith, G., Adimora, A. A., Youmans, S., Muhammad, M., Blumenthal, C., Ellison, Al.,...,Lloyd, S. W. (2011). Project GRACE: A staged approach to development of a community-academic partnership to address HIV in rural African American communities. *Health Promotion Practice, 12*, 293-302.

Module 14:

Crosby, R., & Noar, S. M. (2011). What is a planning model? An introduction to PRECEDE-PROCEED. *Journal of Public Health Dentistry, 71*, S7-S15.

Module 15:

Saunders, R. P., Evans, M. H., & Joshi, P. (2005). Developing a process-evaluation plan for assessing health promotion program implementation: A how-to guide. *Health Promotion Practice, 6*, 134-147.