

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6410: Psychological, Social, & Behavioral Issues in Public Health (3 credit hours)
Fall 2017
Wednesday 9:35 AM-12:35 PM
Classroom: HPNP G-301

Instructor: Kathryn M. Ross, PhD, MPH

Office Location: HPNP 3139

Phone Number: 352-294-8433

Email Address: kmross@php.ufl.edu

Office Hours: By appointment, schedule at <https://calendly.com/kmross> at least 24 hours in advance

Teaching Assistant: Brittney Dixon, MPH

Email Address: brittneyndixon@ufl.edu

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

Introduction

Given the increased education around the importance of physical activity, why do so few individuals meet national physical activity guidelines? Further, given how much cultural focus has shifted towards improving nutrition (think popular movies like Super Size Me), why has there not been a country-wide decrease in consumption of fast food or sugar sweetened beverages? Why is it so hard to change health behaviors? By combining research from psychology, sociology, anthropology, economics, and other related fields, we will try to answer these questions and, most importantly, leave you with the skills and understanding of human behavior to develop more effective public health interventions.

PHC6410 provides 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.

Updated: 9/20/2017

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 in a **blended learning** format, which takes advantage of recent advances in educational theory and technology to optimize your learning. Factual knowledge will be presented using weekly assigned readings and lectures that you are to view online **prior to coming to class**. This frees up class time to dive deeper into course material and to learn how to apply public health theories and models to real-world problems. Blended learning is an **evidence-based format** with **demonstrated effectiveness** for increasing student learning and performance. In this format, you also have the benefit of watching lecture content at times that are convenient to you, and you can re-watch lectures (or portions of lectures) at any time during the semester. Further, in-class activities will be conducted in small groups, giving you the opportunity to not only improve your skills in critical thinking and problem solving but also strengthen your ability to collaborate effectively with teammates that have diverse interests and backgrounds. Given the team-based nature of public health, competency in these skills is **critical** for your success in this field.

What is expected of you?

You are expected to actively engage with the course throughout the semester. You are expected to keep up with course readings, lectures, and assignments each week, and to complete each module's material **prior to coming to class**. **Late work is not accepted.**

In-class group activities and discussion play an important role in this course. 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.

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 (each module opens up at 11:30 AM on the Wednesday prior to the class focused on that module’s material).

DESCRIPTION OF COURSE CONTENT

Course Schedule:

This course meets weekly, with discussion and application each Wednesday from 9:35 AM to 11:30 AM. Each new course module will open at 11:30 AM on the Wednesday prior to the class using that material.

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 bring a laptop with Internet access to class. For the most recent browser requirements for eLearning/Canvas, navigate to <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 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. You must take the quiz pertaining to that week's readings/lectures **prior** to coming to class each Wednesday; quizzes close on 9:00 AM each Wednesday (after which you will no longer be able to take/retake that week's quiz). **Each quiz is worth 5 points, for a total of 50 points.**
4. **In-Class Activities, Attendance, and Participation:** Collaborative discussion plays an important role in this course; thus, you are required to be prepared for each class and to actively participate in class activities and discussion. Up to 5 points can be earned each class period, which will be based on group

in-class activity grades and participation. Mere attendance with only minimal contributions will earn up to 2 points (or 2/5 of your group's grade for the in-class activity); a full 5 points (or 100% of your group's grade for the in-class activity) can be earned by contributing to group activities and thoughtfully engaging with class discussions. Points will be deducted from attendance/participation grades for browsing the internet (unless part of a class activity), texting, or any disruptive behaviors. One point will be deducted for being late to class (but by less than 10 minutes), and two points will be deducted for being more than 10 minutes late. **Each class period is worth 5 points, for a total of 45* points** (there are 11 classes not counting exams; the lowest grade will be dropped). **adjusted following schedule changes due to Hurricane Irma*

5. **Exams:** There will be 3 exams in this course. **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), there may also be short case studies followed by several questions pertaining to that case (a format used on the CPH exam). Further, the essay questions will require you to be able to generate the key constructs 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 be occur on Week 5 (covering weeks 1-5), Week 9 (covering weeks 6-8), and Week 15 (covering weeks 10-13). **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 **9:00 AM on Wednesday, October 18th**. 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). 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. This project is due in class on your group's assigned day (and you are asked to submit the group powerpoint to the instructor by 9 AM on the day of your presentation); however, you are also required to submit a self- and peer-evaluation form via eLearning by **Wednesday, 12/6 at 5:00 PM**. **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.

Grading

Requirement	Due Date	Points
Syllabus Quiz	Must be completed to unlock course materials	-
Module Quizzes	Ongoing	50
Discussion Participation	Ongoing	45*
Exam 1	September 20 th , from 9:35 to 10:35 AM (class will be held from 10:40 AM – 12:35 AM)	100
Social Media Paper	Due by 9:00 AM on October 18th	50
Exam 2	October 18 th , from 9:35 AM to 10:35 AM (class will be held from 10:40 AM – 12:35 AM)	100
Exam 3	November 29 th , from 9:35 AM to 10:35 AM (class will be held from 10:40 AM – 12:35 AM)	100
Prevention Project	Due in class, self- and group peer-evaluation due by 5pm on Wednesday, December 6 th at 5pm	50
TOTAL		495*

*adjusted following schedule changes due to Hurricane Irma

Point System (adjusted following schedule changes due to Hurricane Irma)

Points earned	≥460	446-459	436-445	411-435	396-410	386-395	361-385	347-360	337-346	312-336	297-311	≤296
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 Required Class Attendance, Late Work, and Make up Exams/Assignments

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. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies which can be found at:

<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: 9/20/2017

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.

Fall 2017 Weekly Course Schedule

Week/ Dates	Lecture Topics	Readings	Assignments
Week 1: 8/23	Course Introduction, Theory Overview, levels of Prevention <ul style="list-style-type: none"> • Overview of health education, health promotion, and the connections between behavior and health • Determinants of health • Levels of Prevention 	<ul style="list-style-type: none"> • Textbook chapter 1 	<ul style="list-style-type: none"> • Syllabus Quiz
Week 2: 8/30	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"> • Textbook Chapter 2 • McLeroy et al. (1988) • Golden & Earp (2012) • Sallis et al. (2012) 	<ul style="list-style-type: none"> • Week 2 Quiz
Week 3: 9/6	Individual Health Behavior Theories: Motivation & Expectancy Values Models <ul style="list-style-type: none"> • Behavioral Theories • Expectancy Values Models 	<ul style="list-style-type: none"> • Textbook Chapters 3 & 4 	<ul style="list-style-type: none"> • Week 3 Quiz

	(HBM, TRA/TPB, IMB models)		
Week 4: 9/13	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"> • Textbook chapter 10 • Hall, Gibbie, & Lubman (2012) 	<ul style="list-style-type: none"> • Week 4 Quiz
Week 5: 9/20	EXAM 1	<ul style="list-style-type: none"> • NONE 	<ul style="list-style-type: none"> • Class in session 10:40-12:35
Week 6: 9/27	Social Influences on Health Behavior: Social Cognitive Theory <ul style="list-style-type: none"> • Social Cognitive Theory 	<ul style="list-style-type: none"> • Textbook Chapter 5 • Bandura (1998) 	<ul style="list-style-type: none"> • Week 6 Quiz
Week 7: 10/4	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"> • Textbook Chapters 6 & 7 	<ul style="list-style-type: none"> • Week 7 Quiz
Week 8: 10/11	Community-Level Change: Health Communication and Social Marketing <ul style="list-style-type: none"> • Communications Models • Theories of Persuasion • Health Communication • Social Marketing • Ethics in Health Communication 	<ul style="list-style-type: none"> • Textbook Chapter 11 • Friedman et al. (2016) • Mariona (2015) 	<ul style="list-style-type: none"> • Week 8 Quiz
Week 9: 10/18	EXAM 2	<ul style="list-style-type: none"> • NONE 	<ul style="list-style-type: none"> • Class in session 10:40-12:35 • Social Media Paper due by Wednesday, 10/18 at 9 AM
Week 10: 10/25	Health Disparities & Ethics <ul style="list-style-type: none"> • Health Disparities • Risk and Protective Factors Model • High Risk Populations • Harm Reduction Approaches 	<ul style="list-style-type: none"> • Adler and Rehkopf (2008) • Documentary viewing: <i>Unnatural Causes</i> Episodes 1 & 2 	<ul style="list-style-type: none"> • Week 10 Quiz
Week 11: 11/1	Communities & Health Promotion, CBPR	<ul style="list-style-type: none"> • Textbook Chapter 12 	<ul style="list-style-type: none"> • Week 11 Quiz

	<ul style="list-style-type: none"> Organizational Change Theory Community Capacity & Community Interventions Community-Based Participatory Research Methods 	<ul style="list-style-type: none"> Corbie-Smith et al. (2011) 	
Week 12: 11/8	Program Planning/Planning Models, High-Risk Populations <ul style="list-style-type: none"> PRECEDE-PROCEED Intervention Mapping MATCH 	<ul style="list-style-type: none"> Textbook Chapter 13 Crosby & Noar (2011) 	<ul style="list-style-type: none"> Week 12 Quiz
Week 13: 11/15	Program Evaluation <ul style="list-style-type: none"> Process, Impact, Outcome Evaluation Using Logic Models in Evaluation RE-AIM Logic Model 	<ul style="list-style-type: none"> Textbook Chapter 14 Saunders et al. (2005) 	<ul style="list-style-type: none"> Week 13 Quiz
Week 14: 11/22	Thanksgiving Break	<ul style="list-style-type: none"> NONE 	<ul style="list-style-type: none"> NONE
Week 15: 11/29	Exam 3		<ul style="list-style-type: none"> None
Week 16: 12/6	Prevention Project Presentations		<ul style="list-style-type: none"> Self- and group peer-review feedback required to be submitted via eLearning by 12/6 at 5pm

Additional Weekly Readings (preliminary list; please note that additional articles may be posted via eLearning):

Week 2:

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.

Week 4:

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.

Week 6:

Bandura, A. (1998). Health promotion from the perspective of social cognitive theory. *Psychology and Health*, 13, 623-649.

Week 8:

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/>

Week 10:

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

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>

Week 11:

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.

Week 12:

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

Week 13:

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.