**University of Florida**
**College of Public Health & Health Professions Syllabus**
**PHC 6405: Theoretical Foundations of Public Health (3 credit hours)**
**Summer: 2019**
Delivery Format: e-Learning in Canvas

**Instructor Name:** Ashby Walker, PhD
 Room Number: Online
 Phone Number: 352-273-8278
 Email Address: afwalker@ufl.edu
 Office Hours: By Appointment
**Teaching Assistants: Gaia Zori gaia.zori@ufl.edu**
**Preferred Course Communications: Please email Dr. Walker with Gaia Zori included as well**
**[Please note: emails are returned during weekdays, not on weekends as UF is closed]**

## PREREQUISITES

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

## PURPOSE AND OUTCOME

### Course Overview
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, we assume that you have 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. In order to design interventions that successfully change health behaviors, 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.

### 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. 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 to submitting weekly assignments (including Memos) , which will be spent primarily application of course content to real-world public health problems. Throughout online course assignments, you will be asked to initiate ideas, share relevant experiences, 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 (all dates and times noted below in the course outline).

## 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.) Memos and assignments
5.) Participation in two Zoom® Virtual Course Discussions

## Course Materials and Technology

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

*Note: The 5th 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) and are noted on the course outline as "TBD".

***Additional Technologies:*** You are REQUIRED to have a webcam and microphone. Browser requirements may change; please see the list of Supported Browsers for UF Websites for a list of supported browsers and recommendations for browser configuration.

**Course Website**: The course website is available on Canvas and can be accessed through the eLearning @ UF website. 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 Support
For technical support for the materials posted in the course e-Learning site, activities, and assessments, please post in the appropriate discussion or contact:

> Name: Truly Hardemon, MEd
> Phone Number: 352-273-5822
> Email Address: hardemont@ufl.edu

For all other technical support for this class, please contact the UF Computing Help Desk at:
> Phone Number: (352) 392-HELP (4357) Option 2
> Email: helpdesk@ufl.edu
> Webpage with Chat: UF Computing Help Desk

### Course Outline

### Summer 2018 Weekly 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 for more details:

| Week | Date | Topics | Readings | Assignments |
|---|---|---|---|---|
| 1 | May 13 | **Course Introduction and Overview** <br>• Course overview <br>• Linking theory, research, & practice | • Glanz Chapter 2 | • Introduce yourself discussion post by Monday, 5/20 at 7:59 AM EST |
| 2 | May 20 | **Health Disparities, Stress & Coping** <br>• Overview of health disparities in the U.S. | • Glanz Chapter 12 <br>• Watt (2007) <br>• Walker (2015) <br>• Watch: *Unnatural Causes*, Episodes 5 | • Week 2 Quiz due by Tuesday, 28th at 5:00 PM EST <br>• Memo #1 due by Tuesday, May |

| Week | Date | Topics | Readings | Assignments |
|------|------|--------|----------|-------------|
| | | • The role of chronic stress in health and health disparities | | 28th at 5:00 PM EST *Note: Due dates this week are Tuesday because of Memorial Day Holiday. Most due dates are Monday of each week.* |
| 3 | May 27 | **Social-Ecological Models & Systems Modeling** <br>• Review of Social-Ecological Models <br>• Targeting interventions at various levels <br>• Levels of Prevention <br>• Systems Modeling | • Glanz Chapter 3 <br>• Shulz & Northridge (2004) <br>• McLeroy et al (1988) | • Week 3 Quiz by Monday, 6/3 at 5:00 PM EST <br>• Memo #2 due by Monday, 6/3 at 5:00 PM EST |
| 4 | June 3 | **Individual Level: Moving from Intention to Behavior** <br>• Review HBM, TRA/TPB <br>• Cognitive Dissonance Theory | • Glanz Chapters 4, 5, & 6 <br>• Watch Example of Journal Article Presentation | • Week 4 Quiz by Monday, 6/10 at 5:00 PM EST <br>• Memo #3 due by Monday, 6/10 at 5:00 PM EST |
| 5 | June 10 | **Individual Level: Stage Theories & Motivational Interviewing** <br>• Review Transtheoretical Model <br>• Case Study: DARE & Just Say No | • Glanz Chapter 7 <br>• Additional Reading: [PDF of article, TBD] <br>• Student Journal Article Presentations [TBD] | • Week 5 Quiz by Monday, June 17 at 5:00 PM EST <br>• Memo #4 due by Monday, 6/17 at 5:00 PM EST |
| 6 | June 17 | **Interpersonal Level: Social Cognitive Theory, Self-Determination Theory, & Interpersonal Communication** <br>• Review Social Cognitive Theory (SCT) <br>• Self-Determination Theory <br>• Using SCT and SDT to design interventions | • Glanz Chapters 8 & 9 <br>• Student Journal Article Presentations [TBD] | • Week 6 Quiz by Friday, June 21 at 5:00 PM EST <br>• Memo #5 due by Friday, June 21 at 5:00 EST <br>*Please note: the due dates this week are accelerated because of summer break* |
| 7 | June 24 | **BREAK WEEK** | • None | • None |

| Week | Date | Topics | Readings | Assignments |
|------|------|--------|----------|-------------|
| 8 | July 1 | **Interpersonal Level: Social Support & Social Networks**<br>• Assessing social support & the impact of social support on health<br>• Designing interventions to increase social support<br>• Assessing and intervening with social networks | • Glanz Chapters 10 & 11<br>• Additional Reading: [PDF of article, TBD]<br>• Student Journal Article Presentation [TBD] | • Week 8 Quiz by Monday, 7/8 at 5:00 PM EST<br>• Memo #6 due by Monday, 7/8 at 5:00 PM EST<br>• **Media Advocacy Assignment topic due by Monday, 7/8 at 5:00 PM EST** |
| 9 | July 8 | **Health Communication, Social Marketing, & Media Advocacy**<br>• Elaboration likelihood model<br>• Social marketing campaigns | • Glanz Chapters 17 & 21<br>• Additional Reading: [PDF of article TBD]<br>• Student Journal Article Presentation [TBD] | • Week 9 Quiz by Monday, 7/15 at 5:00 PM EST<br>• NO MEMO DUE |
| 10 | July 15 | **Community Level: Community Engagement & Community Capacity Building**<br>• Principles of community engagement<br>• Building community capacity<br>• Community empowerment<br>• CBPR methods | • Glanz Chapter 15<br>• Additional Reading: [PDF of article TBD]<br>• Student Journal Article Presentation [TBD] | • Week 10 Quiz by Monday, 7/22 at 5:00 PM EST<br>• Memo #7 due by Monday, 7/22 at 5:00 PM EST |
| 11 | July 22 | **Policy Level: Policy Factors and Interventions, Behavioral Economics**<br>• Policy impact on health behavior<br>• Behavioral economics | • Glanz Chapter 20<br>• Student Journal Article Presentation [TBD] | • Week 11 Quiz by Monday, 7/29 at 5:00 PM EST<br>• Memo # 8 due by Monday, 7/29 at 5:00 PM |
| 12 | July 29 | **Integrating Theory & Planning Interventions**<br>• Science communication<br>• Persuasive writing skills | • Glanz "Cross-Cutting Propositions about Using Theory" and "Moving Forward" sections, pg 355-356.<br>• Student Journal Article Presentation [TBD] | • Week 12 Quiz by Monday, 8/5 at 5:00 PM EST<br>• **Media Advocacy Assignment draft due by Thursday, 8/1 at 5:00 PM EST**<br>• **NO MEMO DUE** |

| Week | Date | Topics | Readings | Assignments |
|------|------|--------|----------|-------------|
| 13 | August 5 | • Intervention Implementation, Dissemination, & Diffusion<br>• Key challenges in implementation & dissemination of interventions<br>• D&I research methods | • Glanz Chapter 16<br>• Damschroder et al. (2009) | • Week 13 Quiz by Friday, 8/9 at 5:00 PM EST<br>• **Media Advocacy Assignment final due by Thursday, 8/8 at 5:00 PM EST** |

## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

1. **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).

1. **Quizzes:** 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. This quiz is intended to assess overall comprehension of the material 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.**

2. **Memos**: Students will complete 8 memos throughout the course. Memos are 3-5 pages typed, doubled- spaced (standard margins) and use APA citation style when using outside references (including course readings). Memos provide you a chance to succinctly summarize main findings, reflect on the relevance of weekly topics, and apply core concepts to your everyday world. Due dates for memos are reflected on the course syllabus and must be submitted to Canvas when they are due. **Each memo is worth 20 points for a total of 160 points for the semester.**

3. **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). **The article presentation is worth 30 points.**

4. **Zoom® course discussion**: To build community among students and foster opportunities for organic discussion, students will participate in two conference calls with classmates and the professor and TA via the Zoom® teleconferencing platform.  Early in the semester we will establish the best times to hold our teleconferences via a Doodle Poll and then send all call-

in details.  Zoom is free for you to use and can be added on your iPhone or computer with instructions here: [https://www.zoom.us/]. **Participation in each discussion is worth 10 points each or 20 points total.**

5. **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 July 8 at 5 PM. A draft of your letter/op end should be submitted via Canvas by August 2 at 5 PM. A final version of your op-ed is due August 8 at 5:00 PM. **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**

| Requirement | Due date | Points |
|---|---|---|
| **Module Quizzes** | Ongoing | 55 |
| **Memos** | Ongoing | 160 |
| **Article Presentation** | During chosen module | 30 |
| **Media Advocacy Assignment** | Topic due by July 5 by 5:00 PM; Draft due by August 1; final assignment to be submitted via Canvas by 5pm August 8. | 50 |
| **Zoom Discussion** | Time TBD based on student schedules | 20 |
| **TOTAL** | | **315** |

**Point system used** *(i.e., how do course points translate into letter grades).*

| *Points earned* | ≥292 | 283-291 | 282-274 | 273-261 | 260-252 | 251-242 | 241-229 | 228-220 | 219-211 | 210-198 | 197-186 | <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. 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. In addition, the Bachelor of Health Science Program does not use C-grades.

**Letter grade to grade point conversions are fixed by UF and cannot be changed.**

| *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 Grading and Grade Policies posted by the Registrar's Office.

## Exam Policy

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

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

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

### Policy Related to Required Class Attendance

All faculty are bound by the UF policy for excused absences. For greater detail on excused absences, see the Attendance Policies posted by the Registrar's Office.

## 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.  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 Codes information at the Dean of Students Office website or the Academic Expectations information at the Graduate School website for additional details.

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

### Online Faculty Course Evaluation Process
Students are expected to provide feedback on the quality of instruction in this course by completing online Faculty Course Evaluations. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary Results of these assessments are available to students.

### 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 Disability Resource Center (DRC) within the first week of class. The DRC 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. Online and in person assistance is available.

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 Student Health Care Center website.

Crisis intervention is always available 24/7 from the Alachua County Crisis Center at (352) 264-6789.

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