University of Florida
College of Public Health & Health Professions Syllabus

PHC 6410: Psychological, Social, & Behavioral Issues in Public Health
(3 credit hours)
Fall 2019
Delivery Format: E-Learning in Canvas

Instructor: Lindsey M King, PhD, MPH, CHES, CCRP, CTTS
Email Address: Linking@ufl.edu
Office Hours: By appointment
Office Location: HPNP 3117 (3rd Floor)
Office Phone Number: 352-273-6064
Preferred Course Communications: Email
Email policy: Direct Outlook email is the preferred method of communication, not the message function within Canvas. 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.

Teaching Assistant: Gaia Zori, MPH, CHES
Email Address: gaia.zori@ufl.edu

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.

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 principles 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 and awareness of cultural values and practices to the design and implementation of public health programs or policies.
- Work collaboratively as part of a public health team.

Instructional Methods:
This course is offered online, in weekly "modules." This course presents information in various ways, which are all viable sources for exam questions:
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

What is expected of you?

You are expected to actively engage in the course throughout the semester. You are expected to keep up with course readings, lectures, and assignments each week. **Late work is not accepted**.

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.

DESCRIPTION OF COURSE CONTENT

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 UF 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 laptop/ computer with internet access for class. We strongly suggest, for ASSESSMENTS, not to use mobile devices, tablets, etc. For the most recent browser requirements for eLearning/ Canvas, navigate to see a list of supported browsers and recommendations for browser configuration, please consult:
https://wiki.helpdesk.ufl.edu/FAQs/SupportedBrowsersForUFWebsites#elearning

For **technical support** for this class, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2

Updated: 8/19/2019

- 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) offer 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. **Each quiz is worth 5 points, for a total of 50 points.**

4. **Discussion Board Participation:** Students are expected to participate in 10 discussion boards throughout the duration of this course. Grades will be assigned based on accuracy, depth, and thoughtfulness of content, as well as integration of course topics. This means your questions and responses should become more complex over the course of the semester. 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). Responses to classmates' posts are also required. 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. When communicating via Canvas, please do so professionally and respectfully—as is expected in the classroom. **These questions and responses are worth a total of 20 points each (10 discussion posts x 20 points each = 200 points total).**

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 also 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 occur on Week 5 (covering Modules 1-4), Week 9 (covering Modules 6-8), and Week 14 (covering Modules 10-13). **Each exam is worth 100 points, for a total of 300 points.**

6. **Social Media 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 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 Paper is worth a total of 50 points.**

7. **Prevention Project**: For this project, you will pull together all that you've learned in the course to design a public health intervention. You will be asked 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 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 project presentation) are due at the times listed. All submissions will be through e-Learning. NO EXCEPTIONS.

Grading

Requirement	Due Date	Points
Syllabus Quiz	Week #1 to Unlock Course	-
Module Quizzes	Ongoing	50
Discussion Participation	Ongoing	200
Exam 1	Exam 1 will open at 8:00 AM EST on Thursday 9/19 and is due by 6:00 PM EST on Sunday 9/22	100
Exam 2	Exam 2 will open at 8:00 AM EST on Thursday 10/17 and is due by 6:00 PM EST on Sunday 10/20	100
Social Media Paper	Social Media Paper is due by 11:59 AM EST on Sunday, 11/3	50
Exam 3	Exam 3 will open at 8:00 AM EST on Thursday 11/21 and is due by 6:00 PM EST on Sunday 11/24	100
Prevention Project	Due by 11:59 PM EST on Wednesday, 12/4	50
TOTAL		**650**

Point System

Points earned	≥604	585-603	572-584	539-583	520-538	507-519	461-506	455-460	442-454	403-441	390-402	≤389
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. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher. In addition, the Bachelor of Health Science Program does not use C- grades.

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 Make up Exams or Other Work

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

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

Honorlock

Your exams this semester will be proctored by Honorlock. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. Honorlock is available 24/7; all you need is a computer, webcam, and a stable internet connection. You DO NOT need to create an account, download software or schedule a proctoring appointment.

Honorlock is very simple! All you will need to do is log into Canvas and click on the quiz you need to take. You will be prompted to add the Honorlock Chrome Extension, which is required to take your exam. You are required to use *Google Chrome* as your browser. Then you will need to take a picture, show your ID, and scan

your room. Honorlock will be recording you VIA webcam and they will be recording your screen. They also have an integrity algorithm that can detect search-engine use, so do not attempt to cheat or look up answers, even if it is a secondary device.

How do you get started?

Honorlock is not a live proctoring service, so you do not need to schedule an appointment with Honorlock in advance. You will need to use Google Chrome and download the Honorlock Chrome Extension. You can download the extension at www.honorlock.com/extension/install.

When you are ready to take your exam, log into Canvas, go to your Course, and click on your exam. When you click on "Take your Exam," you will start the authentication process before you begin your exam.

If you see a page asking for an access code, it means that you did not install the Honorlock Chrome Extension or you are not in Google Chrome.

24/7/365 Support is Available

If you encounter issues with Honorlock, you may contact them at (855) 828-4004, chat and/or email at support@honorlock.com. If you encounter issues with Canvas, you may contact your school's online support services team at their number.

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

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 promotion process and are considered valuable feedback on my teaching by the department.

SUPPORT SERVICES
Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. 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.

Please continue to next page for the Weekly Course Schedule.

Weekly Course Schedule

Week/ Dates	Lecture Topics	Readings	Assignments
Week 1: 8/20	**Course Introduction, Theory Overview, levels of Prevention** • **Overview of health education, health promotion, and the connections between behavior and health** • **Determinants of health** • **Levels of Prevention**	• **Textbook Chapter 1**	• **Syllabus Quiz** • **Discussion Board Week #1 initial post due Thursday, 8/22** • **Replies due Sunday, 8/25**
Week 2: 8/26	**Social-Ecological Models** • **Understanding the Socio-Ecological Perspective** • **Bronfenbrenner's Ecological Model** • **McLeroy's Ecological Model** • **CDC ecological model**	• **Textbook Chapter 2** • **McLeroy et al. (1988)** • **Golden & Earp (2012)** • **Sallis et al. (2012)**	• **Week 2 Quiz (due Friday, 8/30)** • **Discussion Board Week #2 initial post due Thursday, 8/29** • **Replies due 9/1**
Week 3: 9/2	**Individual Health Behavior Theories: Motivation & Expectancy Values Models** • **Behavioral Theories** • **Expectancy Values Models (HBM, TRA/TPB, IMB models)**	• Textbook Chapter 3 & Chapter 4	• Week 3 Quiz (due Friday, 9/6) • Discussion Board Week #3 initial post due Thursday, 9/5 • Replies due 9/8
Week 4: 9/9	**Individual Health Behavior Theories: Stage Theories** • Transtheoretical Model (Stages of Change) • Precaution Adoption Process Model • Motivational Interviewing	• Textbook Chapter 10 • Hall, Gibbie, & Lubman (2012)	• Week 4 Quiz (due Friday, 9/13) • Discussion Board Week #4 initial post due Thursday, 9/12 • Replies due 9/15 • Prepare for Exam
Week 5: 9/16	EXAM 1	NONE	OPEN: THURSDAY (8AM) through SUNDAY (6PM)
Week 6: 9/23	**Social Influences on Health Behavior: Social Cognitive Theory** Social Cognitive Theory	• Textbook Chapter 5 • Bandura (1998)	• Week 6 Quiz (due Friday, 9/27) • Discussion Board Week #6 initial post due Thursday, 9/26 • Replies due 9/29

Week 7: 9/30	**Social Influences on Health Behavior:** • Social Influence Processes • Social Network Theory • Diffusion of Innovation	• Textbook Chapter 6 & Chapter 7	• Week 7 Quiz (due Sunday, 10/6 – extending due to homecoming) • Discussion Board Week #7 initial post due Thursday, 10/3 • Replies due 10/6
Week 8: 10/7	**Community-Level Change: Health Communication and Social Marketing** • Communications Models • Theories of Persuasion • Health Communication • Social Marketing • Ethics in Health Communication	• Textbook Chapter 11 • Friedman et al. (2016) • Mariona (2015)	• Week 8 Quiz (due Friday, 10/11) • Discussion Board Week #8 initial post due Thursday, 10/10 • Replies due 10/13 Prepare for Exam
Week 9: 10/14	EXAM 2	NONE	• **OPEN: THURSDAY (8AM) through SUNDAY (6PM)**
Week 10: 10/21	**Health Disparities & Ethics** • Health Disparities • Risk and Protective Factors Model • High Risk Populations Harm Reduction Approaches	• Adler and Rehkopf (2008) • Documentary: *Unnatural Causes* Episodes 1&2 (VIDEO)	• Week 10 Quiz (due Friday, 10/25) • Discussion Board Week #10 initial post due Thursday, 10/24 Replies due 10/27
Week 11: 10/28	**Communities & Health Promotion, CBPR** • Organizational Change Theory • Community Capacity & Community Interventions Community-Based Participatory Research Methods	• Textbook Chapter 12 • Corbie-Smith et al. (2011)	• **Social Media Paper due by Sunday, 11/3 at 11:59PM** • Week 11 Quiz (due Friday, 11/1)
Week 12: 11/4	**Program Planning/Planning Models, High-Risk Populations** • PRECEDE-PROCEED • Intervention Mapping • MATCH	• Textbook Chapter 13 Crosby & Noar (2011)	• Week 12 Quiz (due Friday, 11/8) • Discussion Board Week #12 initial post due Thursday, 11/7 Replies due 11/10

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Week 13: 11/11	**Program Evaluation** • Process, Impact, Outcome Evaluation • Using Logic Models in Evaluation • RE-AIM Logic Model	• Textbook Chapter 14 • Saunders et al. (2005)	• **Week 13 Quiz (due Friday 11/15)** • **Prepare for Exam** • **Discussion Board Week #13 initial post due Thursday, 11/14 Replies due 11/17**
Week 14: 11/18	**Exam 3**	• **NONE**	**OPEN: THURSDAY (8AM) through SUNDAY (6PM)**
Week 15: 11/25	• **THANKSGIVING BREAK**	• **NONE**	• **Work on Prevention Project**
Week 16: 12/2	• **PREVENTION PROJECT**		• **PREVENTION PROJECT DUE WEDNESDAY, 12/4 at 11:59PM**

Updated: 8/19/2019