

PHC 6405: Theoretical Foundations of Public Health (3 credit hours)

University of Florida

College of Public Health & Health Professions Syllabus

Summer C 2021

Classroom: HPNP G-301

Thursdays, Period 4-5 (12:30 PM to 3:15 PM)

Delivery Format: HyFlex: Campus section will attend in-person/face-to-face; online/remote section will attend virtually in real-time via Zoom

Course Website: UFL E-Learning

Instructor: Lindsey King, PhD, MPH, CHES, CCRP, CTTS
Office: HPNP 3117 (3rd floor)
Email Address: linking@ufl.edu
Office Hours: By appointment (please email linking@ufl.edu)

Teaching Assistant: KD Jacobs, PhD Candidate, Social and Behavioral Sciences
Email Address: kdotddot@ufl.edu
Office Hours: By appointment (email)

Preferred Course Communications: Email.

Email Policy: Direct Outlook email (linking@ufl.edu) 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.

PREREQUISITES

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

PURPOSE AND OUTCOME

Course Overview

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 Rationale

Recently, a report by the National Center for Health Statistics announced that the life expectancy in the U.S. dropped for the first time in decades, and that mortality rates from heart disease and stroke, kidney diseases, diabetes, unintentional injuries, and suicide were all up. These trends demonstrate a clear need for the development and implementation of effective public health programs and policies. In order to design interventions that successfully change health behaviors, however, an understanding of *why* these behaviors occur (and how they are maintained) is essential. This course will also focus on building written and oral communication skills, especially focused on presenting scientific knowledge to non-expert audiences. 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.

Updated: 5/9/2021

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.

Relation to Program Outcome

The course objectives are related to several SBS Concentration Competencies:

- Integrate social and behavioral science theories and concepts in the development of interventions/solutions to public health problems.
- Evaluate public health social and behavioral science research so that research decisions, strengths and limitations are addressed
- Apply the principles of community participation in public health interventions.
- Apply social and behavioral science methods to community assessments.

Blended Learning

What is blended learning and why is it important? A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's public health professional.

What is expected of you?

This course follows a blended-classroom model; that is, you are expected to do preparatory work outside of the class (including reading and/or watching lectures/videos linked on Canvas, taking a weekly quiz, and completing a weekly writing prompt) each week prior to coming to class. Class time will be spent primarily on critical discussion and application of course content to real-world public health problems. Throughout course discussions, you will be asked to initiate ideas, share relevant experiences, reflect on what your classmates say, and critique/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.

UF HyFlex

The HyFlex learning experience may be different from what you have experienced before.

Please be patient: All of us, and particularly the instructor, will have our attention split between the virtual and physical learning environments, the learning experience will be different and potentially sometimes frustrating for all of us. It will be important for all of us to manage our expectations within this hybrid learning environment of virtual and physical spaces and provide caring and compassion for ourselves and our peers. Technical issues and delays in real-time response should be expected and treated with extra reserves of patience.

Bring your own device: Whether in-person or online/remote, have your device and a headset with microphone, so that you can log into the Zoom session and take part in breakout sessions and other learning activities (e.g., polling) in Zoom.

Focus on learning: When using technology during class, please be respectful and limit distracting activities. Social media, streaming entertainment, etc., as well as homework for other classes, should not be done during the synchronous class sessions.

Be aware – classes may be recorded: Some lectures from the synchronous sessions may be recorded. Please review the UF policies on recorded sessions at the end of the syllabus. You can opt not to have your camera on during the recorded lecture portions of the synchronous session, but I am asking that (unless technical issues with bandwidth or similar circumstances make it difficult) you do use your camera during the unrecorded breakout sessions.

Diversity Statement

I consider this classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class.

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.

DESCRIPTION OF COURSE CONTENT

Course Materials, Instructional Methods, 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).

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.

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.) Weekly writing prompts

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 Canvas. 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. **Please update your settings so that you are notified of announcements.**

Please bring your laptops to each class period. Laptops and other electronics should only be used when appropriate for taking notes or completing in-class activities. This course will use Canvas.

HyFlex Classroom

This semester in our HyFlex classroom, you will be participating in dual modalities:

Synchronous Learning Activities

In-person: Those of you in the campus section will attend classes in a format similar to traditional classroom learning. You **will attend by coming to the physical classroom on UF campus as scheduled**. However, you should be prepared to interact with classmates who are attending class online/remotely. Raise your hand to ask questions, or if it a question that can wait, type it into the Zoom chat. *From time to time, you may be asked about volunteering to assist with monitoring Zoom chat, raised hands, or other inputs from the remote students.*

Online/remote: Those of you in the online/remote designated section **will attend class virtually, in real-time in Zoom**. You will be logging into the virtual classroom in Zoom. Microphone, live chat, video conferencing solutions, and collaborative technologies will allow you to be active participants in the learning experience, despite not being physically present in the classroom. Use the Zoom Chat to ask questions. I will typically address questions at one time during specific break points in

our learning activities. If your question needs immediate feedback, you can use the Raise Hand feature in Zoom to signal a question that might have less value out of the context of the moment.

Asynchronous Learning Activities

Pre-work and priming assignments will be provided online, via Canvas for all students to complete prior to the synchronous sessions. **During the synchronous sessions we will engage in a combination of lecture, discussion, and activities.** In addition, as a part of the learning activities, **you may be asked to interact with your peers using asynchronous technologies** such as Discussions, FlipGrid, or other apps and technologies that facilitate reflection, collaboration and student-to-student interactions but that can be dispersed over a period of time.

In canvas each week, the course will have one or more learning “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. Activities

The textbook readings make up the core foundation of this course, and supplemental articles, lectures, and videos are provided to supplement the course textbooks by offering applied examples, clarification of difficult concepts, and extensions of textbook material. Thus, I assume that you have completed the assigned readings when watching the videos; if you have not done so, the video content may be confusing

For **technical support for the course Canvas site, activities, and assessments**, please contact the online course coordinator:

Lior Flum, Instructional Designer
Room Number: HPNP 4135
Phone: (352) 273-6760
Email: lflum@php.ufl.edu
Office Hours: Monday – Friday, 9:00 AM to 4:30 PM EST

For other technical difficulties, please contact Academic Technology:

Email: learning-support@ufl.edu
 Phone: (352) 392-HELP – select option 2
 Web: <https://lss.at.ufl.edu/help.shtml>

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

For **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:

1. **Syllabus/Academic Integrity Quiz:** You are asked to complete a brief quiz on the syllabus and academic integrity prior to unlocking the course content on Canvas. *Please review the*

syllabus, course overview, and the academic integrity materials 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 Other Course Materials (Lectures/Videos):** For each weekly module, you will be assigned textbook chapters and/or specified journal articles to read. Within each module on Canvas, additional information may be provided (e.g., recorded lectures and/or videos). Whether these materials are required or optional will be described within that week's page on Canvas.
3. **Weekly Quizzes:** To encourage completion of the readings/assigned material, to help assess if there are any areas that students are having difficulty with, and because we will not have exams, 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 for the semester.**
4. **Weekly Online Writing Prompts/ Discussion Questions:** Given the importance of discussion and in-class activities to this course, it is essential that all students have completed the required readings and grasp that week's concepts *prior* to coming to class. To help you 1) engage with the course readings 2) connect key concepts across readings and 3) practice your written communication skills, you will be asked to submit a short written prompt before you come to class each week. Most prompts will ask you to summarize the material across readings for a particular audience, and/or to include at least one potential discussion question for use in class. You will be asked to submit each prompt via that week's discussion board on Canvas by Wednesday at 11:59 pm (prior to the Thursday class). You are **not** required to respond to your fellow student's posts, but I encourage you to read through them in preparation for class the next day. More information on the weekly writing prompts can be found via the Weekly Writing Prompts rubric (posted on Canvas) and each week's discussion board. **Students can earn up to 6 points each week for submitting these weekly writing prompts, for a total of 60 points over the course of the semester.**
5. **Class Participation/Weekly Activities/Attendance:** Attendance is required each week. Each week, in-class time will be spent on critical discussion of the weekly readings and applied group activities. You may also have short out-of-class assignments (or in-class assignments with an out-of-class portion) that will be considered part of the participation/weekly activities grade; more information on these assignments will be provided in class on the appropriate week. Merely showing up in class and providing minimal discussion/activity input or input that does not demonstrate understanding of that week's material and points will be deducted. **Students can earn up to 7 points each week for attendance, participation, and completion of weekly activities, for a total of 70 points over the course of the semester (the lowest participation grade will be dropped at the end of the semester).**
6. **Individual Health Behavior Change Intervention:** You will be asked to develop and implement a theoretically-based individual health behavior change program. More information will be provided in class. **The individual health behavior change intervention project will be worth 35 points.**
7. **Social Marketing/ 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/oped on a public health topic of your choosing. You will submit your topic to be submitted via Canvas. A draft of your letter/oped for peer review should be submitted via Canvas. You will then complete peer review(s). During our last week of class, you will submit a final version of your assignment. **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

<i>Requirement</i>	<i>Due date</i>	<i>Points</i>
Syllabus Quiz	Must be completed to unlock course materials	--
Weekly Quizzes	Ongoing; due each Wednesday by 11:59 PM EST	55
Weekly Online Writing Prompts/Discussion Questions	Ongoing; due each Wednesday by 11:59 PM EST	60
Class Participation/ Activities/ Attendance	Ongoing	70
Individual Health Behavior Change Intervention	Topic and plan due Thursday, June 17, Final Submission due Thursday, July 8	35
Social Marketing/ Media Advocacy Assignment	Topic due by Thursday, 7/1. Draft due by Thursday, 7/22. Peer reviews due Monday, 7/26; final assignment to be submitted via Canvas by Monday, August 2	50
TOTAL		270

Point system

<i>Points earned</i>	≥250	249-242	241-234	233-223	222-215	214-209	208-197	196-188	187-183	182-169	168-161	≤160
<i>Letter Grade</i>	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.

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

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Policy Related to Make ups or Other Work

If you have a scheduling conflict that prevents you from fulfilling a certain course requirement, please contact the course instructor as soon as possible. **Late assignments will not be accepted** without an approved arrangement with the course instructor. Failure to complete work prior to the deadlines outlined in this syllabus may result in a zero grade for that assignment.

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 (<http://helpdesk.ufl.edu/>) 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

Class attendance is a required component of this course. It is expected that you will notify the instructor in advance when you know you will need to miss or be late to class. Illness, family emergencies, and other extenuating circumstances are reasons for missing or being late to class, as long as you follow-up with the instructor in a timely, professional manner. You should request notes/details on in-class activities from a fellow classmate. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. Excused absence policies are consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>).

Policies Related to On Campus Face-to-Face

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

Polices Related to Remote and Online Synchronous Sessions

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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.

Policy Related to Plagiarism

Plagiarism, as defined in the UF Student Honor Code (<https://regulations.ufl.edu/wp-content/uploads/2018/06/4.040-1.pdf>), will not be tolerated. Plagiarism detection software (e.g., TurnItIn) and other resources may be used to detect plagiarism. Assignments where the instructor deems that plagiarism has occurred may receive a zero grade, and may be reported to the Dean of Students office as a Student Honor Code violation. The APA publication manual (optional textbook) provides guidelines on avoiding plagiarism; for more details you can also reference the Purdue Online Writing Lab website (https://owl.purdue.edu/owl/purdue_owl.html).

Turnitin

Academic integrity is a serious issue that has been a growing problem at universities. I have a zero tolerance policy for breaches of academic integrity, including plagiarism and cheating. There are multiple video resources posted on our Canvas site that discuss plagiarism and how to properly quote and cite other people’s work. With each assignment you complete you are pledging that you hold yourself and your classmates to the highest standards of academic integrity. I use an online tool called Turnitin to check student work for originality; in other words, your work should be in your own words and not copied from any source. Every student needs to watch the videos on plagiarism and on using Turnitin and needs to check their own Turnitin report, made available through the Canvas site automatically when you submit anything through assignments. You should submit assignments early enough to have time before the due date to make revisions to them if your Turnitin report shows areas of high similarity to online resources. Any student caught cheating or plagiarizing will be reported to the Dean of Students Office and will be subject to academic penalties in the course, at minimum.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas

course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Policy Related to Guests Attending Class

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

<http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

The 5 P's of Student Responsibility for HyFlex Attendance during the COVID-19 Pandemic:

- **Patience:** Be patient with the faculty, TAs and peers! This is new. There will be tech challenges.
- **Preparation:** Be prepared for class! This applies to both the content and having your computer & headset/mic set-up ready to go.
- **Participation:** Stay focused. The more you focus and participate the more you learn. Ask questions! Whether you are in person or online/remote — **ask questions**. As this is graduate school, you are responsible for your own learning. Attending the synchronous sessions as scheduled and participating in the learning activities will facilitate your ability to succeed in this course. It can be tempting to multi-task while attending class via Zoom, but please make every effort to focus your efforts on the course materials.
- **PPE and PHA** (Personal Protective Equipment and Public Health Awareness): Follow UF guidelines and **correctly wear your mask (over mouth and nose)** if you are on campus in the classroom and in all face-to-face interactions. **Stay home if you are ill**, have any of the symptoms on the UF screening tool, or think you have been exposed to COVID. (See official policies below.)

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.

- **U 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.
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- 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>
 - **University Police Department**: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
 - **UF Health Shands Emergency Room / Trauma Center**: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

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.

Course Outline

Weekly Course Schedule

Materials subject to change. Please visit Canvas modules for most updated materials in each module.

Week	Date	Topics	Readings	Assignments
1	May 13	Course Introduction and Overview <ul style="list-style-type: none"> • Course overview • Linking theory, research, & practice 	<ul style="list-style-type: none"> • Glanz Chapter 2 	<ul style="list-style-type: none"> • Complete syllabus quiz by Thursday, May 13 at 12:00 PM EST
2	May 20	Health Disparities, Stress & Coping <ul style="list-style-type: none"> • Overview of health disparities in the U.S. • The role of chronic stress in health and health disparities 	<ul style="list-style-type: none"> • Glanz Chapter 12 • Watt (2007) • Watch: <i>Unnatural Causes</i>, Episodes 5 	<ul style="list-style-type: none"> • Quiz due by Wednesday, 5/19 at 11:59 PM EST • Writing Prompt due by Wednesday, 5/19 at 11:59 PM EST
3	May 27	Social-Ecological Models & Systems Modeling <ul style="list-style-type: none"> • Review of Social-Ecological Models • Targeting interventions at various levels 	<ul style="list-style-type: none"> • Glanz Chapter 3 • Shulz & Northridge (2004) • McLeroy et al (1988) 	<ul style="list-style-type: none"> • Quiz due by Wednesday, 5/26 at 11:59 PM EST • Writing Prompt due by

Week	Date	Topics	Readings	Assignments
		<ul style="list-style-type: none"> Levels of Prevention Systems Modeling 		Wednesday, 5/26 at 11:59 PM EST
4	June 3	Individual Level: Expectancy Value Models & Moving from Intention to Behavior <ul style="list-style-type: none"> Review HBM, TRA/TPB 	<ul style="list-style-type: none"> Glanz Chapters 4, 5, & 6 	<ul style="list-style-type: none"> Quiz due by Wednesday, 6/2 at 11:59 PM EST Writing Prompt due by Wednesday, 6/2 at 11:59 PM EST
5	June 10	Individual Level: Stage Theories & Motivational Interviewing <ul style="list-style-type: none"> Review Transtheoretical Model 	<ul style="list-style-type: none"> Glanz Chapter 7 	<ul style="list-style-type: none"> Quiz due by Wednesday, 6/9 at 11:59 PM EST Writing Prompt due by Wednesday, 6/9 at 11:59 PM EST
6	June 17	Interpersonal Level: Social Cognitive Theory, Self-Determination Theory, & Interpersonal Communication <ul style="list-style-type: none"> Review Social Cognitive Theory (SCT) Self-Determination Theory Using SCT and SDT to design interventions 	<ul style="list-style-type: none"> Glanz Chapters 8 & 9 	<ul style="list-style-type: none"> Quiz due by Wednesday, 6/16 at 11:59 PM EST Writing Prompt due by Wednesday, 6/16 at 11:59 PM EST Individual Health Behavior Change Intervention topic and plan by Thursday, 6/17
7	June 24	BREAK WEEK		
8	July 1	Interpersonal Level: Social Support & Social Networks <ul style="list-style-type: none"> Assessing social support & the impact of social support on health Designing interventions to increase social support Assessing and intervening with social networks 	<ul style="list-style-type: none"> Glanz Chapters 10 & 11 Walker, Reducing Health Disparities in T1D by Peer Mentoring 	<ul style="list-style-type: none"> Quiz due by Wednesday, 6/30 at 11:59 PM EST Writing Prompt due by Wednesday, 6/30 at 11:59 PM EST Media Advocacy Assignment topic due by Thursday, 7/1
9	July 8	Health Communication, Social Marketing, & Media Advocacy	<ul style="list-style-type: none"> Glanz Chapters 17 & 21 	<ul style="list-style-type: none"> Quiz due by Wednesday, 7/7 at 11:59 PM EST

Week	Date	Topics	Readings	Assignments
		<ul style="list-style-type: none"> Elaboration likelihood model Social marketing campaigns 		<ul style="list-style-type: none"> Writing Prompt due by Wednesday, 7/7 at 11:59 PM EST Individual Health Behavior Change Intervention due by Thursday, 7/8
10	July 15	Community Level: Community Engagement & Community Capacity Building <ul style="list-style-type: none"> Principles of community engagement Building community capacity Community empowerment CBPR methods 	<ul style="list-style-type: none"> Glanz Chapter 15 	<ul style="list-style-type: none"> Quiz due by Wednesday, 7/14 at 11:59 PM EST Writing Prompt due by Wednesday, 7/14 at 11:59 PM EST
11	July 22	Policy Level: Policy Factors and Interventions, Behavioral Economics <ul style="list-style-type: none"> Policy impact on health behavior Behavioral economics 	<ul style="list-style-type: none"> Glanz Chapter 20 	<ul style="list-style-type: none"> Quiz due by Wednesday, 7/21 at 11:59 PM EST Writing Prompt due by Wednesday, 7/21 at 11:59 PM EST Media Advocacy draft due by Thursday, 7/22
12	July 29	Integrating Theory & Planning Interventions <ul style="list-style-type: none"> Science communication Persuasive writing skills 	<ul style="list-style-type: none"> Glanz "Cross-Cutting Propositions about Using Theory" and "Moving Forward" sections, pg 355-356. 	<ul style="list-style-type: none"> Quiz due by Wednesday, 7/28 at 11:59 PM EST Writing Prompt due by Wednesday, 7/28 at 11:59 PM EST Peer review(s) of Media Advocacy due by Monday, 7/26
13	August 5	Intervention Implementation, Dissemination, & Diffusion <ul style="list-style-type: none"> Key challenges in implementation & dissemination of interventions D&I research methods 	<ul style="list-style-type: none"> Glanz Chapter 16 Damschroder et al. (2009) 	<ul style="list-style-type: none"> Quiz due by Wednesday, 8/4 at 11:59 PM EST No writing prompt due this week Media Advocacy Assignment final due by Monday, 8/2

