

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6405: Theoretical Foundations of Public Health (3 credit hours)
Summer C 2022
Delivery Format: Online

Instructor:

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Office Hours: By Appointment Only

Preferred Course Communications: Please email me through the message function in Canvas. Please **do not** send email directly to UFL Outlook. Expect email responses within 24 hours for 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 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 the 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.

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.

What is expected of you?

You are expected to actively engage in the course throughout the semester. 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 submitting assignments, which will be spent primarily applying 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. 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 assignments 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 consists of the following:

1. Assigned readings (textbook chapters and/or articles posted to Canvas)
2. Lectures/videos (posted to Canvas)
3. A quiz (covering all content presented within the module, including readings and videos)
4. Assignments (some weeks; all available within Canvas)

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 some 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 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.**

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>

COURSE OUTLINE

Summer C 2022 Weekly Course Schedule

Weeks for this course are defined as 12 AM EST on a Monday through 11:59 PM EST the following Sunday. Please see the following week-by-week course schedule for more details:

Week	Date	Topics	Course Materials	Assignments
1	May 9	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 • Healthy People 2030 • Introduction to PubMed video • MeSH in PubMed: Basics video. 	<ul style="list-style-type: none"> • Syllabus Quiz to access course material • Introduce yourself discussion post by Sunday, 5/15 at 11:59 PM EST

				<ul style="list-style-type: none"> • Week 1 Quiz due by Sunday, 5/15 at 11:59 PM EST
2	May 16	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>, Episode 5 	<ul style="list-style-type: none"> • Week 2 Quiz due by Sunday, 5/22 at 11:59 PM EST • Assignment #1 due by Sunday, 5/22 at 11:59 PM EST
3	May 23	Social-Ecological Models & Systems Modeling <ul style="list-style-type: none"> • Review of Social-Ecological Models • Targeting interventions at various levels • Levels of Prevention • Systems Modeling 	<ul style="list-style-type: none"> • Glanz Chapter 3 • Shulz & Northridge (2004) • McLeroy et al (1988) 	<ul style="list-style-type: none"> • Week 3 Quiz by Sunday, 5/29 at 11:59 PM EST • Assignment #2 due by Sunday, 5/29 at 11:59 PM EST
4	May 30	Individual Level: Moving from Intention to Behavior <ul style="list-style-type: none"> • Review HBM, TRA/TPB • Cognitive Dissonance Theory 	<ul style="list-style-type: none"> • Glanz Chapters 4, 5, & 6 • Sheeran & Orbell (2000) 	<ul style="list-style-type: none"> • Week 4 Quiz by Sunday, 6/5 at 11:59 PM EST
5	June 6	Individual Level: Stage Theories & Motivational Interviewing <ul style="list-style-type: none"> • Review Transtheoretical Model • Case Study: DARE & Just Say No 	<ul style="list-style-type: none"> • Glanz Chapter 7 • DARE article • Hall, Gibbie, & Lubman (2012) 	<ul style="list-style-type: none"> • Week 5 Quiz by Sunday, 6/12 at 11:59 PM EST • Assignment #3 due by Sunday, 6/12 at 11:59 PM EST
6	June 13	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 • Bandura (1998) 	<ul style="list-style-type: none"> • Week 6 Quiz by Sunday, 6/19 at 11:59 PM EST • Assignment #4 due by Sunday, 6/19 at 11:59 PM EST

7	June 20	BREAK WEEK: I have named this “week 7”. There are no course materials, readings, or assignments due during this break.		
8	June 27	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 Cheadle, Walsemann, & Goosby (2015) Walker et al. (2020) 	<ul style="list-style-type: none"> Week 8 Quiz by Sunday, 7/3 at 11:59 PM EST
9	July 4	Health Communication, Social Marketing, & Media Advocacy <ul style="list-style-type: none"> Elaboration likelihood model Social marketing campaigns Media advocacy 	<ul style="list-style-type: none"> Glanz Chapters 17 & 21 Dorfman & Krasnow (2014) Jones (2018) 	<ul style="list-style-type: none"> Week 9 Quiz by Sunday, 7/10 at 11:59 PM EST
10	July 11	Community Level: Community Engagement & Community Capacity Building <ul style="list-style-type: none"> Principles of community engagement Building community capacity Community empowerment Community Based Participatory Research (CBPR) methods 	<ul style="list-style-type: none"> Glanz Chapter 15 Yonas et al. (2006) Laverack & Labonte (2000) 	<ul style="list-style-type: none"> Week 10 Quiz by Sunday, 7/17 at 11:59 PM EST
11	July 18	Policy Level: Policy Factors and Interventions, Behavioral Economics <ul style="list-style-type: none"> Policy impacts on health behavior Behavioral economics 	<ul style="list-style-type: none"> Glanz Chapter 20 Link & Phelan (1995) Phelan & Link (2015) Krieger (2001) Matjasko et al. (2016) 	<ul style="list-style-type: none"> Week 11 Quiz by Sunday, 7/24 at 11:59 PM EST Assignment #5 due by Sunday, 7/24 at 11:59 PM EST
12	July 25	Integrating Theory & Planning Interventions	<ul style="list-style-type: none"> Glanz “Cross-Cutting Propositions about 	<ul style="list-style-type: none"> Week 12 Quiz by Sunday, 7/31 at 11:59 PM EST

		<ul style="list-style-type: none"> • Science communication • Persuasive writing skills 	Using Theory” and “Moving Forward” sections, pg. 355-356. <ul style="list-style-type: none"> • Glanz Chapter 19 • Bartholomew & Mullen (2011) 	
13	August 1	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"> • Week 13 Quiz by Friday, 8/5 at 11:59 PM EST • Final Report due by Wednesday, 8/3 at 11:59 PM EST • Final Report – Peer Review due by Friday, 8/5 at 11:59 PM EST

ACADEMIC REQUIREMENTS AND GRADING

Assignments

1. **Syllabus/Academic Integrity Quiz:** You will 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:** 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).
3. **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, so it is unlikely that you will see the exact same set of questions each time. **There are 12 quizzes, and each quiz is worth 10 points.**
4. **Assignments:** Students will complete 5 assignments throughout the course. These assignments will build upon each other and help prepare you for your final report.
 - a. **Assignment #1:** Students will complete a worksheet on developing a systematic literature search strategy. **This assignment is worth 100 points.**
 - b. **Assignment #2 - #5:** These assignments are focused on applying theory to your chosen health area and population of interest. Your health area and population of interest will be selected during Week 1 of the semester. Assignments are 2-4 pages typed, double-spaced, APA formatted documents. Due dates for these assignments are reflected on the course syllabus and must be submitted to Canvas when they are due. **Each of these assignments are worth 100 points.**

Grading: Grades for these assignments will be based on the following scale: 'Exceeds Expectations,' 'Meets Expectations,' 'Does Not Meet Expectations,' and 'Not Submitted.' Students receiving a mark of 'Does Not Meet Expectations' will have an opportunity to submit a revised product within 1-week of the grades being released.

5. **Final Report:** To integrate what you've learned about behavior change theories and synthesizing scholarly literature, students will develop a conceptual model describing theoretical constructs related to their health topic and population of interest. A final version of your report should be submitted via Canvas by 8/3. **The Final Report assignment is worth 330 points.**
6. **Final Report – Peer Review:** Students will be asked to peer review another student's Final Report using the associated rubric. Peer reviewers will complete the rubric and provide specific recommendations, comments, and critique. The Peer Review will be completed by 8/5. **The Final Report – Peer Review assignment is worth 50 points.**

All activities are due at the days/times listed within the syllabus. All submissions will be through Canvas. NO EXCEPTIONS.

Grading

Requirement	Due Date	Total Points
Module Quizzes	Ongoing (10 points each)	120
Assignments	Ongoing (100 points each)	500
Final Report	<ul style="list-style-type: none"> • Topic due by 5/15 in Introduction discussion. • Final Report due by 8/3. 	330
Final Report – Peer Review	Peer review due by 8/5.	50
TOTAL		1000

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

Letter Grade	University Grade Points	Points Earned
A	4.0	≥930
A-	3.67	900.0 – 929.9
B+	3.33	870.0 – 899.9
B	3.0	830.0 – 869.9
B-	2.67	800.0 – 829.9
C+	2.33	770.0 – 799.9
C	2.0	730.0 – 769.9
C-	1.67	700.0 – 729.9
D+	1.33	670.0 – 699.9
D	1.0	630.0 – 669.0
D-	0.67	600.0 – 629.9
E	0.0	< 600.0
WF	0.0	N/A
I	0.0	N/A
NG	0.0	N/A
S-U	0.0	N/A

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. 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.

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.

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, promoting an environment where all individuals feel 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.

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 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.aa.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/>.

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 [U 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