University of Florida
College of Public Health & Health Professions
PHC 6410: Psychological, Social, & Behavioral Issues in Public Health (3 credit hours)
Class Meeting: Wednesdays 8:30am-10:25am, Location G103
Fall 2022
Delivery Format: Hybrid

Instructor: Julia R. Varnes, PhD, MPH, MCHES
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Campus Office: HPNP 4112
Office Hours: By appointment, or:
                In-Office or Virtual   Wednesdays, 10:30am-11:30am
                Virtual Only   Thursdays, 10:00am-11:00am
Office Phone Number: 352-294-5382
Preferred Course Communications: UFL Email

Email policy: Direct Outlook email (jrvarnes@ufl.edu & carcarr@ufl.edu) is the preferred method of communication, not the message function within Canvas. You can expect to receive a response within two business days. Please copy your instructor and your TA on the email.

Teaching Assistant: Cary Carr, MPH
Email Address: carycarr@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.

Course Rationale
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; thus, we will discuss (and critique) a range of models and behavior change strategies. Rarely are things absolute or unambiguous when studying human behavior; and theories and models in the behavioral sciences are constantly being updated as research and practice evolve (and/or as behaviors and their risk factors 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.

Course Objectives:

The course objectives for PHC6410 were developed in accordance with the corecompetencies identified by the Council on Education for Public Health (CEPH), and were designed to provide the background knowledge necessary for students intending to take the Certified in Public Health (CPH) exam. By the end of this course, students will be able to:

- Describe how social and behavioral science models and theories can be used to explain, predict, andintervene on current public health issues.
- Apply a social ecological framework to understand the complex constellation of factors that are associated with health behavior.
- Apply social and behavioral science models and theories in the design, implementation, andevaluation of public health programs. (CEPH Core D2-2.9)
- 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.
- Select methods to evaluate the effectiveness, implementation, and quality ofhealth interventions. (Associated with CEPH Core D2-2.11)
- Apply principles of community participation in public health research and interventions, including proposing strategies to identify stakeholders and build partnerships to influence public health outcomes. (CEPH D2-2.13)
- Demonstrate an understanding of health disparities in the United States, including the political, economic, and social forces that contribute to these disparities.
- Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges toachieving health equity at the organizational, community, and societal levels. (CEPH D2-2.6)
- 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. (CEPH D2-2.8)
- Select qualitative data collection methods for a given context. (Associated with CEPH D2-2.2)
- Analyze qualitative data. (Associated with CEPH D2-2.3)
- Assess population needs, assets, and capacities that affect communities' health. (CEPH D2-2.7)
- Select communication strategies for different audiences. (CEPH D2.2-18)
- Describe the importance of cultural competence in communicating public health content. (CEPH D2-2.20)
- Work collaboratively as part of a public health team.

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?

You are expected to actively engage in the course throughout the semester. Discussion plays an important role in this course, thus this course requires active involvement. You are expected to prepare for each class session by completing the course readings, watching the course lectures ahead of time, and completing all out-of-class assignments ahead of time. This preparation gives you the knowledge and practice needed to engage in higher learning goals in the course. Similarly, you are expected to participate in the live class. Throughout course discussions, you will be asked to initiate ideas, share relevant experiences, reflect on what your classmates say, and discuss and extend the preparatory content.

Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives. 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 entailsdisagreements 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 review the Week 1 content and then take the syllabus and course procedures quiz, which is linked at the end of the Week 1 content; or you can access the quiz under the quizzes tab in Canvas. 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 accessthe course modules during their assigned week. **Late work is not accepted without approval of instructor**.

DESCRIPTION OF COURSE CONTENT

Course Materials, Instructional Methods, & Technology

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.

This course participates in the UF All Access program. Login at the following website and Opt-In to gain access to your required course materials - https://www.bsd.ufl.edu/AllAccess – UF All Access will provide you with yourrequired materials digitally at a reduced price and the charge will be posted to your student account. This option will be available starting 1 week prior to the start of the semester and ending 3 weeks after the first day of class.
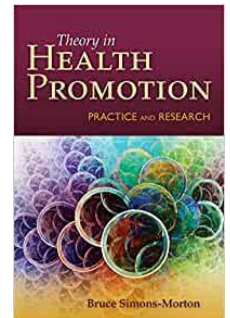
Additional Required Readings: Posted within each module on the course website.

Lectures & Videos: Posted within each module on the course website.

Instructional Methods
This course is offered, in weekly "modules." The content is presented in various ways, which are all viable sources for exam questions:
- Assigned readings (textbook chapters and/or articles posted to eLearning)
- Lectures/videos (posted to eLearning)
- A quiz (covering all content presented within the module, including readings and videos)
- In class attendance, participation, professionalism, activities

Please bring your laptops to every class. Laptops and other electronics should only be used when appropriate for taking notes or completing in-class activities.

Course Website: This course will use Canvas. 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 complete preparatory work each week through the website in weekly modules. 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: You 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
- https://elearning.ufl.edu/help.shtml

ACADEMIC REQUIREMENTS AND GRADING

Course Components: (**Note:** Detailed instructions will be provided on Canvas 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 readings 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). Each module quiz is due the night before class. 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. **Class Participation & Professionalism:** Collaborative discussion plays an important role in this course; thus, you are required to be prepared for each class and to actively participate in class activities and discussion (whether in-class or in Canvas). Students will earn participation and professional points every class period for the individual and/or group activities. Mere attendance with minimal contribution will earn no more than 40% of the day's points. You can earn 100% of your group's grade for in-class activities by fully contributing to group activities and thoughtfully engaging with class discussions. Points will be deducted from participation/professionalism grades for browsing the internet (unless part of a class activity), texting, any disruptive behaviors, or arriving late/early (without notifying the instructor ahead of class; please see the attendance policy). **Point values for each class will vary between 5 and 10 points depending on the day's activities (exam and presentation days not included). Your class participation and professional grade is worth 77 total points.**

5. **Exams**: There will be 3 exams taken in-person. **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. **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 encourage you to submit your paper early so 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 synthesize all that you have learned in the course as you collaborate with a small team of classmates in designing a public health intervention. You will create a theory-based, multi-component intervention within an assigned focus area (based on the health priorities outlined in Healthy People 2030). You will present your work in a presentation targeted to stakeholders who (hypothetically) will adopt and implement your program. Please see the project description available underthe "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 presentations) are due at 11:57pm (unless otherwise noted in Canvas).All work must be submitted through Canvas. NO EXCEPTIONS.

Grading

Requirement	Due Date	Points
Syllabus Quiz	Week #1 to Unlock Course	-
Module Quizzes	Ongoing	50
In-class participation & professionalism	Ongoing	77
Exam 1	Exam 1 opens at 8:30AM ET, Wednesday 9/21 in class	100
Exam 2	Exam 2 opens at 8:30AM ET, Wednesday 10/19 in class	100
Social Media Paper	Social Media Paper is due by 11:57PM EST on Sunday, 11/6	50
Exam 3	Exam 3 opens at 8:30 AM ET, Wednesday, 11/30 in class	100
Prevention Project	Prevention Project due Wednesday, 12/7 at 8:30AM	100
TOTAL		**577**

Updated: 8/22/2022

Grading Scale

Percentage	≥93	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	≤59
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

NOTE: Points and fractions of a percent are **not** rounded up at the end of the semester. 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 3.00 in all 5000 level courses and above to graduate. A grade of C is acceptable for a graduate degreeonly if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher.

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

CLASS POLICIES

To ensure that we have a great semester, remember --
All transactions and relationships are enriched by courtesy:
Be considerate of one another during group work. All ideas have merit.
Be considerate of your classmates and the professor during class meetings by being attentive, power-off technology, and be prepared to fully participate in each class.

Assignment Policies
Be sure to review assignment descriptions in the course syllabus and in Canvas, and take note of any additional in-class guidance given for each assignment. Please note that important and helpful information about your assignments will be provided in class and/or video lectures. Students are expected to do their best work and to turn in work on time.
- Please make efforts to turn assignments in early. **Save back-up copies of all your work**, as some assignments may not be returned and Canvas access may expire after the semester ends. All written work must be typed, unless otherwise indicated.
- Unless otherwise noted, assignments are due at 11:57pm on the date indicated. Students will be given a grace period (until 1am) in which they can submit an assignment after 11:57pm with no penalty. **After the grace period, assignments will not be accepted late.**
I do recognize that personal circumstances arise (life happens) that may interfere with your ability to meet a deadline. If these unanticipated events do occur, please let me know as soon as possible. I will not be receptive to retrospective requests for extensions without a compelling rationale for why these requests are being made.

Make-Up Policy
If a student fails to submit an assignment, quiz, or exam on-time; or if they must be absent from class activities, they will be provided an opportunity to submit after the deadline provided that they have an acceptable reason for missing the deadline.

Attendance Policy
Attendance is required. Students must notify the instructor via email about upcoming absences, late arrival or if they have to leave early as soon as they become aware of potential conflicts prior to the class. If you miss the class without notification or you provide an unacceptable excuse, your attendance cannot be marked. The following are not acceptable excuses for missing class: work, volunteering, personal travel/vacation. Job interviews are acceptable if approved by the instructor prior to the class.

Excused absences must be consistent with university policies in the Graduate Catalog. 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

Policy Related to Plagiarism
Plagiarism, as defined in the UF Student Honor Code 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. APA provides guidelines on avoiding plagiarism; for more details you can also reference the Purdue Online Writing Lab website.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

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 andculture, 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 andenhances 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 withrespect 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 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 tothe 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 thehighest 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.

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 paraphrase 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 though 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.

 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 their 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 extceptions 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.

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
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, it requires that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability (or different-ability) that affects your learning, please reach out to the Disabilities Resource Center (DRC). And then share your accommodation letter with your instructor as quickly as possible to ensure you have access for the full semester.

If you did not register formally, but you know you have different learning, behavioral, or other need that might affect your performance in the course, tell me and I will help you.

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 potentialto 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 Deanof 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. Theclinic 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 beafraid to ask for assistance.

Title IX
University of Florida has zero tolerance for sexual discrimination, harassment, assault/battery, dating violence, domestic violence, or stalking. Students are encouraged to report any experienced or witnessed occurrences to law enforcement and/or one of UF's Title IX Coordinators. Students can report incidents or learn more about their rights and options here. Or contact Student Conduct and Conflict Resolution at 202 Peabody Hall, 352-392-1261.

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 ifa 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 thestudent 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.

Interpersonal Violence

The University of Florida is a Green Dot campus which means that interpersonal violence of any kind is not tolerated. If you experience any form of violence, I am here to support you. Please do not hesitate to reach out to me directly or contact any of the following offices:

- **Office of Victim Services**
  352-392-5648 (Monday - Friday 8am-5pm)
  352-392-1111 (after business hours and on weekends)
- **Office of Accessibility and Gender Equity**
  352-273-1094
  https://titleix.ufl.edu/
- **U Matter We Care**
  352-294-CARE (2273)
  umatter@ufl.edu

Weekly Course Schedule

**The course schedule is subject to change. Please checkCanvas for most up to date schedule.

Week/ Dates	Module Topics	Readings	Assignments
Week 1: 8/24	**Course Introduction, Theory Overview, levels of Prevention** • Overview of health education, health promotion,and the connections betweenbehavior and health • Determinants of health • Levels of Prevention	• TextbookChapter 1 • Check Canvas for additional readings	• Syllabus Quiz (due Thursday, 8/26)
Week 2: 8/31	**Systems Thinking Concepts & Social-Ecological Models**	• Textbook Chapter 2 • McLeroy et al. (1988) • Golden & Earp (2012) • Sallis et al. (2012) • See Canvas for additional required readings	• Week 2 Quiz (due Tuesday, 8/30)
Week 3: 9/7	**Individual Level Health Behavior Theories, Models, & Strategies:** • Behavioral Theories & Motivation • Threat-Based Models • Expectancy Values Models	• Textbook Chapter 3 & Chapter 4	• Week 3 Quiz (due Tuesday, 9/06)
Week 4: 9/14	**Social Influences on Health Behavior:** • Social Influence Processes • Social Support • Social Network Theory • Diffusion of Innovation	• Textbook Chapter 6 & Chapter 7	• Week 4 Quiz (due Tuesday, 9/13)

Week 5: 9/21	EXAM 1	• NONE	• OPENS Wednesday at 8:30am ET in class

Week 6: 9/28	**Return to Individual Health Behavior Theories, Models, & Strategies:**
	• Stage Theories
	  • Transtheoretical Model
	  • Precaution Adoption ProcessModel
	• Motivational Interviewing
		• Textbook Chapter 10
		• Hall, Gibbie, & Lubman (2012)
		• Check Canvas for additional readings
			• Week 6 Quiz (due Tuesday, 9/27)

Week 7: 10/5	**From Individual to Interpersonal:** **Social Cognitive Theory**	• Textbook Chapter 5 • Bandura (1998) • See Canvas for additional required readings	• Week 7 Quiz (due Tuesday, 10/04)
Week 8: 10/12	**Community-Level Change: Health Communication & Social Marketing** • Communications Models • Theories of Persuasion • Health Communication • Social Marketing • Ethics in HealthCommunication	• Textbook Chapter 11 • Friedman et al.(2016) • Mariona (2015)	• Week 8 Quiz (due Tuesday, 10/11) • Prepare for Exam
Week 9: 10/19	EXAM 2	• NONE	• OPENS Wednesday at 8:30am ET in class
Week 10: 10/26	**Racism, Structural Bias, Social Inequities, Health Disparities,and Health** • Health Disparities • Risk and Protective FactorsModel • High Risk Populations	• Adler and Rehkopf (2008) • Documentary: *Unnatural Causes* Episodes1 & 2 (VIDEO) • See Canvas for additional required readings	• Week 10 Quiz (due Tuesday, 10/25)
Week 11: 11/2	**Communities & Health Promotion** • Community Interventions • Assessing Community Needs & Capacity • Community-Based Participatory Approaches • Social Action (and related) Theories	• Textbook Chapter 12 • Corbie-Smith etal. (2011) • See Canvas for additional required readings	• **Social Media Paper due by Sunday, 11/7 at 11:59PM** • Week 11 Quiz (due Tuesday, 11/1)
Week 12: 11/9	**Qualitative Methods** • Qualitative Data Collection • Qualitative Data Analysis • Grounded Theory/ Constant Comparison Method	• Chew & Eysenbach (2010) • Hart et al. (2017) • See Canvas for additional required readings	• Week 12 Quiz (due Tuesday, 11/8)
Week 13: 11/16	**Program Planning & Evaluation**	• Textbook Chapter 13 • Crosby & Noar (2011) • Textbook, Chapter 14 • Saunders et al. (2005) • See Canvas for additional required readings	• Week 13 Quiz (due Tuesday, 11/15)

Week 14: 11/23	**THANKSGIVING BREAK**	• NONE	• NONE
Week 15: 11/30	**EXAM 3**	• NONE	• **OPENS Wednesday at 8:30am ET in class**
Week 15: 12/7	**PREVENTION PROJECT PRESENTATIONS**	• NONE	• **Prevention Project due Wednesday, 12/7 at 11:57PM**

Updated: 8/22/2022