

PHC 6410: Psychological, Social, & Behavioral Issues in Public Health
(3 credit hours)
College of Public Health & Health Professions Syllabus
University of Florida
Fall 2022
Delivery Format: Online E-Learning in Canvas

Instructor: Lindsey M King, PhD, MPH, CHES, CCRP, CTTS

Email Address: Linking@ufl.edu or Linking@phhp.ufl.edu

Office Hours: By appointment (please email Linking@ufl.edu to set up an appointment)

Office Location: HPNP 3117 (3rd Floor)

Preferred Course Communications: Direct UF 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.

Teaching Assistant: Acquel Allen, MBA

Email Address: a.allen@ufl.edu

TA Office Hours: By appointment

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

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 core competencies 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, and intervene 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, and evaluation 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 of health 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 to achieving 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.

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 keep up with course readings and assignments each week and engage in course discussions conducted via the course website. Throughout course discussions, you will be asked to initiate ideas, share relevant experiences, reflect on what your classmates say, and discuss and extend the course readings and lectures. 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 entails disagreements not only about issues, but also about basic values. As a participant in this class, **you are expected to be respectful toward others and their views**, even if they are radically opposed to your own beliefs.

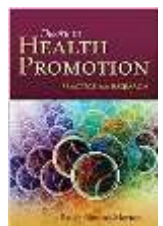
To unlock course content, you must take a quiz on the syllabus and course procedures which can be found under the "Start Here" link in eLearning. While you receive no formal grade for this quiz, you must pass the quiz with 100% correct answers in order to unlock the course materials. After this, you will be able to access the course modules during their assigned week. **Late work is not accepted without approval of instructor.**

DESCRIPTION OF COURSE CONTENT

Course Materials, Instructional Methods, and 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 your required 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.” This course presents information 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)
- Discussion posts

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 participate in discussion posts on this website weekly. You will log into the course website using your gatorlink ID and password; if you have trouble logging in, please contact the UF Help Desk at 352-392-HELP.

Announcements: Class announcements will be sent via the announcements tool in eLearning. Depending on your Canvas notification settings, you may or may not be notified via email; ***you are responsible for all information in these announcements*** whether or not you see them in your email.

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 technical support for this class, please contact the UF Help Desk at:

- Email: helpdesk@ufl.edu
- Phone: (352) 392-HELP - select option 2 · <https://helpdesk.ufl.edu/>
- Website: <https://elearning.ufl.edu/help.shtml>

Additional Academic Resources

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- Online Students Complaints: [View the Distance Learning Student Complaint Process](#).

ACADEMIC REQUIREMENTS AND GRADING

Course Components (Note: Detailed instructions will be provided on eLearning as due dates get closer)

1. **Syllabus Quiz:** Please review the syllabus, course overview, and the academic integrity module before completing the quiz. **NOTE:** While this quiz is ungraded, you must receive a 100% to unlock course materials. You will NOT be able to access course materials without passing the quiz.
2. **Readings and Lectures/Videos:** 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). The quizzes are not formally proctored and thus can be considered open-book; however, they are timed and you will not have time to look up every concept covered on the quiz. Therefore, you should complete your readings and review of the lecture/video content from each module *before* taking the quiz. The quiz will offer feedback based on your answers and you will have two opportunities to take each quiz. The questions that are presented are a random selection from a pool of potential items, however, so it is unlikely that you will get the exact same questions twice. **Each quiz is worth 5 points for a total of 50 points.**
4. **Discussion Board Participation:** Students are expected to participate in 11 discussion boards throughout the duration of this course. Grades will be assigned based on accuracy, depth, and thoughtfulness of content, as well as integration of course topics. This means your questions and responses should become more complex over the course of the semester. Discussion posts should address **all** questions in that week's prompt, unless noted (you can separate sections by question # or write all answers in a narrative form, just be clear to indicate that you've answered all questions), and you should end your post in a way that engages the class in discussion (e.g., ending with a question to the group, such as a question about part of the material that you found confusing, a question that popped into your head while working on that week's module, or a question that you think will generate interesting discussion about the topic). Responses to classmates' posts are also required. Please consult the rubric posted on eLearning for an outline of what we are looking for in the discussion posts and how they will be scored. When communicating via Canvas, please do so professionally and respectfully—as is expected in the classroom. **These questions and responses are worth a total of 20 points each (11 discussion posts x 20 points each = 220 points total). Please remember to include citations in your discussion post using APA 7th edition citation style.**
5. **Exams:** There will be 3 exams in this course. **Exams are closed book** and are a mix of multiple choice and short essay questions. While many of the multiple choice questions will follow the format of the weekly quizzes (e.g., *applying* the knowledge that you have learned), there may also be short case studies followed by several questions pertaining to that case (a format used on the CPH exam). Further, the essay questions will also require you to be able to generate the key constructs and formats of the models and theories that you have learned (e.g., you may be asked to draw and label a theory or model and describe how it would be applied). While exams focus on the course content covered since the previous exam, you are responsible for any course material presented earlier as well. **Each exam is worth 100 points, for a total of 300 points.**
6. **Social Media Paper:** This paper will have you apply your knowledge of individual and social theories of behavior change to assess an existing social media campaign. This paper must be submitted through eLearning, where it will be evaluated by **Turnitin**, a service which provides feedback regarding originality of your text. You will be able to see the results of this service immediately; I would encourage you to submit your paper early so that you have time to revise your paper following any feedback from

the Turnitin application. Please see the project description available under the “assignments” tab on the eLearning site. **The Social Media Paper is worth a total of 50 points.**

7. **Prevention Project:** For this project, you will pull together all that you’ve learned in the course to design a public health intervention. You will be asked to create a theory-based, multi-component intervention within an assigned focus area (based on the health priorities outlined in Healthy People 2030). You will present your work in a scientific presentation, similar to one that you would present to a health department or at an academic conference. Please see the project description available under the “assignments” tab on the eLearning site. **The Prevention Project is worth a total of 100 points.**

All activities (i.e., discussion posts, exams, and prevention project presentations) are due at the times listed. All submissions will be through e-Learning. NO EXCEPTIONS.

Grading

Requirement	Due Date	Points
Syllabus Quiz	Week #1 to Unlock Course	-
Module Quizzes	Ongoing	50
Discussion Participation	Ongoing	220
Exam 1	Exam 1 will open at 8:00AM EST on Monday, 9/19 and close 6:00PM EST on Sunday, 9/25	100
Exam 2	Exam 2 will open at 8:00AM EST on Monday, 10/17 and close 6:00PM EST on Sunday, 10/23	100
Social Media Paper	Social Media Paper due by Sunday, 10/30 at 11:59 pm EST	50
Exam 3	Exam 3 will open at 8:00AM on Monday, 11/28 and close 6:00PM EST on Sunday, 12/4	100
Prevention Project	Prevention Project due 12/7 at 11:59PM	100
TOTAL		720

Point System

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 percentages are **not** rounded up at the end of the semester, and grades are not curved.

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.00 in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
--------------	---	----	----	---	----	----	---	----	----	---	----	---	----	---	----	-----

Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0
---------------------	-----	------	------	-----	------	------	-----	------	------	-----	------	-----	-----	-----	-----	-----

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Make up Exams or Other Work

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

Policy Related to Required Class Attendance

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>.

Honorlock

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

Honorlock is very simple! All you will need to do is log into Canvas and click on the exam you need to take. You will be prompted to add the Honorlock Chrome Extension, which is required to take your exam. You are required to use **Google Chrome** as your browser. Then you will need to take a picture, show your ID, and scan your room. Honorlock will be recording you VIA webcam and they will be recording your screen. They also have an integrity algorithm that can detect search-engine use, so do not attempt to cheat or look up answers, even if it is a secondary device.

How do you get started?

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

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

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

24/7/365 Support is Available

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

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

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.

Teaching Philosophy

The aims of graduate school are different from those of undergraduate education. Undergraduate education is concerned primarily with instilling the essential knowledge in a field and—at its best—with preparing students for a lifetime of learning. Graduate education is about turning students into professional practitioners, researchers, teachers. These different aims correspond to distinct responsibilities for both teachers and learners at the graduate and undergraduate levels. As professionals and aspiring professional, you are responsible for taking initiative to master the key ideas and literature in the field and for seeking out the resources you need. My role is to facilitate your learning and professional development as independent scholars by introducing you to pertinent literature, by challenging you to evaluate and synthesize the material, and by rewarding individual initiative.

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 an inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior for graduate students, and violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for

consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

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. APA 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 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 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.

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/>.

Online Synchronous Sessions

Our class sessions may be audio visually recorded for students in the class to refer back to 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.

Recording Within the Course

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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 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> or call them at 352-392-1575. Online and in person assistance is available.
- 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 352-392-0627 or check out the website at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

- U Matter We Care website: <http://www.umatter.ufl.edu/>. 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. 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.

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

Week/ Dates	Module Topics	Readings	Assignments
Week 1: 8/24	Course Introduction, Theory Overview, Levels of Prevention <ul style="list-style-type: none"> • Overview of health education, health promotion, and the connections between behavior and health • Determinants of health • Levels of Prevention 	<ul style="list-style-type: none"> • Textbook Chapter 1 	<ul style="list-style-type: none"> • Syllabus Quiz (due Friday, 8/26) • Discussion Board Week #1 initial post due Saturday, 8/27 • Reply due Monday, 8/29
Week 2: 8/29	Social-Ecological Models & Systems Thinking Concepts	<ul style="list-style-type: none"> • Textbook Chapter 2 • McLeroy et al. (1988) • Golden & Earp (2012) • Sallis et al. (2012) 	<ul style="list-style-type: none"> • Week 2 Quiz (due Saturday, 9/3) • Discussion Board Week #2 initial post due Saturday, 9/3 • Reply due Tuesday, 9/6 due to Labor Day holiday
Week 3: 9/5	Individual Level Health Behavior Theories: <ul style="list-style-type: none"> • Behavioral Theories & Motivation • Expectancy Values Models (TRA/TPB models) 	<ul style="list-style-type: none"> • Textbook Chapter 3 & Chapter 4 	<ul style="list-style-type: none"> • Week 3 Quiz (due Saturday, 9/10) Wednesday for campus • Discussion Board Week #3 initial post due Saturday, 9/10 • Reply due Monday, 9/12

Week/ Dates	Module Topics	Readings	Assignments
Week 4: 9/12	Individual Level Health Behavior Theories: Stage Theories <ul style="list-style-type: none"> • Transtheoretical Model (Stages of Change) • Precaution Adoption Process Model • Motivational Interviewing 	<ul style="list-style-type: none"> • Textbook Chapter 10 • Hall, Gibbie, & Lubman (2012) 	<ul style="list-style-type: none"> • Week 4 Quiz (due Saturday, 9/17) • Discussion Board Week #4 initial post due Saturday, 9/17 • Reply due Monday, 9/19
Week 5: 9/19	EXAM 1	<ul style="list-style-type: none"> • NONE 	<ul style="list-style-type: none"> • OPEN: Monday, 9/19 (8AM) through Sunday, 9/25 (6PM)
Week 6: 9/26	Interpersonal Level & Social Influences on Health Behavior: <ul style="list-style-type: none"> • Social Learning Theory • Social Cognitive Theory 	<ul style="list-style-type: none"> • Textbook Chapter 5 • Bandura (1998) 	<ul style="list-style-type: none"> • Week 6 Quiz (due Saturday, 10/1) • Discussion Board Week #6 initial post due Saturday, 10/1 • Reply due Monday, 10/3
Week 7: 10/3	Interpersonal Level & Social Influences on Health Behavior: Social Network and Diffusion of Innovation <ul style="list-style-type: none"> • Social Influence Processes • Social Support • Social Network Theory • Diffusion of Innovation 	<ul style="list-style-type: none"> • Textbook Chapter 6 & Chapter 7 	<ul style="list-style-type: none"> • Week 7 Quiz (due Saturday, 10/8) • Discussion Board Week #7 initial post due Saturday, 10/8 • Reply due Monday, 10/10
Week 8: 10/10	Community-Level Change: Health Communication and Social Marketing <ul style="list-style-type: none"> • Communications Models • Theories of Persuasion • Health Communication • Social Marketing • Ethics in Health Communication 	<ul style="list-style-type: none"> • Textbook Chapter 11 • Friedman et al. (2016) • Mariona (2015) 	<ul style="list-style-type: none"> • Week 8 Quiz (due Saturday, 10/15) • Discussion Board Week #8 initial post due Saturday, 10/15 • Reply due Monday, 10/17
Week 9: 10/17	EXAM 2	<ul style="list-style-type: none"> • NONE 	<ul style="list-style-type: none"> • OPEN: Monday, 10/17 (8AM) through Sunday, 10/23 (6PM)
Week 10: 10/24	Racism, Structural Bias, Social Inequities, Health Disparities, and Health <ul style="list-style-type: none"> • Health Disparities • Risk and Protective Factors Model • High Risk Populations 	<ul style="list-style-type: none"> • Adler and Rehkopf (2008) • Documentary: <i>Unnatural Causes</i> Episodes 1 & 2 (VIDEO) 	<ul style="list-style-type: none"> • Social Media Paper due by Sunday, 10/30 • Week 10 Quiz (due Saturday, 10/29) • Discussion Board Week #10 initial post due Saturday, 10/29 • Reply due Monday, 10/31
Week 11: 10/31	Communities & Health Promotion, CBPR <ul style="list-style-type: none"> • Community Capacity & Community Interventions • Community-Based Participatory Research Methods (CBPR) 	<ul style="list-style-type: none"> • Textbook Chapter 12 • Corbie-Smith et al. (2011) 	<ul style="list-style-type: none"> • Week 11 Quiz (due Saturday, 11/5) • Discussion Board Week #11 initial post due Saturday, 11/5 • Reply due Monday, 11/7

Week/ Dates	Module Topics	Readings	Assignments
Week 12: 11/7	Program Planning <ul style="list-style-type: none"> • PRECEDE-PROCEED • Intervention Mapping • MATCH Program Evaluation <ul style="list-style-type: none"> • Process, Impact, Outcome Evaluation • Logic Models • RE-AIM Logic Model 	<ul style="list-style-type: none"> • Textbook Chapter 13 • Crosby & Noar (2011) • Textbook, Chapter 14 • Saunders et al. (2005) 	<ul style="list-style-type: none"> • Week 12 Quiz (due Saturday, 11/12) • Discussion Board Week #12 initial post due Saturday, 11/12 • Reply due Monday, 11/14
Week 13: 11/14	Qualitative Methods <ul style="list-style-type: none"> • Qualitative Data Collection • Qualitative Data Analysis 	<ul style="list-style-type: none"> • Chew & Eysenbach (2010) • Hart et al. (2017) 	<ul style="list-style-type: none"> • Week 13 Quiz (due Saturday, 11/19) • Discussion Board Week #13 initial post due Saturday, 11/19 • Reply due Monday, 11/21
Week 14: 11/21	THANKSGIVING	• NONE	• NONE
Week 15: 11/28	Exam 3	• NONE	• OPEN: Monday, 11/28 (8AM) through Sunday, 12/4 (6PM)
Week 16: 12/5	PREVENTION PROJECT	• NONE	• Prevention Project due Wednesday, 12/7

Course schedule is subject to change. Please check Canvas for most up to date schedule, readings, and topics.