

**PHC 6410: Psychological, Social, & Behavioral Issues in Public Health  
(3 credit hours)**

**College of Public Health & Health Professions Syllabus  
University of Florida**

Spring 2024

Delivery Format: Online, Asynchronous  
Course Website: UFL E-Learning in Canvas

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**Instructor:** Lindsey M King, PhD, MPH, CHES®, CCRP, CTTS (*she/her/hers*)  
Clinical Assistant Professor

**Email Address:** [Linking@ufl.edu](mailto:Linking@ufl.edu) or [Linking@phhp.ufl.edu](mailto:Linking@phhp.ufl.edu)

**Office Location:** HPNP 3117 (3<sup>rd</sup> Floor)

**Preferred Course Communications:** Direct UF Email

**Office Hours:** By appointment (please email [Linking@ufl.edu](mailto:Linking@ufl.edu) to set up an appointment. It is best to provide several days and times you are available)

**Email policy:** Direct Outlook email ([linking@ufl.edu](mailto: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:** Alex Rodriguez, MPH (*she/her/hers*)  
PhD student, Public Health: Social and Behavioral Sciences

**Email Address:** [alexandrarodrig@ufl.edu](mailto:alexandrarodrig@ufl.edu)

**TA Office Hours:** By appointment

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## **PREREQUISITES**

None

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## **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.

Updated: 1/7/24

- 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?

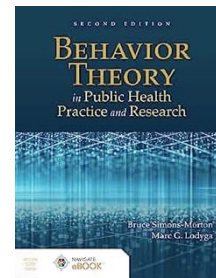
You are expected to actively engage in the course throughout the semester. This course relies heavily on participation in the online discussion boards with classmates; your participation fosters a rich course experience for you and your peers; thus this course requires active involvement. It is the sole 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) each week prior to participating in online discussion boards, which will be spent primarily on critical discussion and application of course content to real-world public health problems. Throughout online course discussions, you will be asked to initiate ideas, share relevant experiences, reflect on what your classmates post, and critique and extend the course readings and lectures. Participating actively requires that you are open to discussing your beliefs and how you define yourself while also opening yourself to other points of view and considering them critically. Rich discussion frequently entails disagreements not only about issues, but also about basic values. As a participant in this class, **you are expected to be respectful toward others and their views**, even if they are radically opposed to your own beliefs.

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

## DESCRIPTION OF COURSE CONTENT

### Course Materials, Instructional Methods, and Technology

**Required Textbook:** Simons-Morton, B. & Lodyga, M. (2022). *Behavior Theory in Health Promotion Practice and Research* (2nd ed.). Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1284231717. NOTE: In some cases, first edition of the textbook will be used, but the course instructor will scan chapters and provide access to them on Canvas.



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 quiz and 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 complete preparatory work and discussion posts 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.

**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](mailto: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.](#)

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## 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, it is recommended that you 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 weekly 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



Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
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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>

## 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 online discussions as all ideas have merit and when emailing instructor/ TA.*

## 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](http://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](mailto:support@honorlock.com). If you encounter issues with Canvas, you may contact your school's online support services team at their number.

### **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 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](https://owl.purdue.edu/owl/purdue_owl.html)).

### **A Note on AI**

Any work written, developed, created, or inspired by artificial intelligence (AI) is considered plagiarism and will not be tolerated. While the ever-changing (and exciting!) new developments with AI will find their place in our workforces and personal lives, in the realm of education and learning, this kind of technology does not belong. This is because the use of AI robs us all of the opportunity to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. Graduate school is a place for learning and this class is specifically a space for learning how to improve our writing. AI simply cannot do that learning for us.

### **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.

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## **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](http://www.multicultural.ufl.edu)

### **Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: **"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior for graduate students, and violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

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

### **Faculty Course Evaluation Process**

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/>.

### **Recording Within the Course**

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

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 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](mailto: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.



## 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.

## 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](mailto:umatter@ufl.edu)

## Weekly Course Schedule

Week/ Dates	Module Topics	Readings	Assignments
<b>Week 1:</b> 1/8-1/14	<b>Course Introduction, Theory Overview, Levels of Prevention</b> <ul style="list-style-type: none"> <li>• Overview of health education, health promotion, and the connections between behavior and health</li> <li>• Determinants of health</li> <li>• Levels of Prevention</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook Chapter 1</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus Quiz <b>Due Thursday (1/11) @11:59pm</b></li> <li>• Discussion Board Week 1 <b>Due Saturday (1/13) @11:59pm</b></li> <li>• Reply to Discussion <b>Due Sunday (1/14) @11:59pm</b></li> </ul>
<b>Week 2:</b> 1/15-1/21	<b>Social-Ecological Models &amp; Systems Thinking Concepts</b>	<ul style="list-style-type: none"> <li>• Textbook Chapter 2</li> <li>• McLeroy et al. (1988)</li> <li>• Golden &amp; Earp (2012)</li> <li>• Sallis et al. (2012)</li> </ul>	<ul style="list-style-type: none"> <li>• Week 2 Quiz <b>Due Saturday (1/20) @11:59pm</b></li> <li>• Discussion Board Week 2 – <b>Due Saturday (1/20) @11:59pm</b></li> <li>• Reply to Discussion <b>Due Monday (1/22) @11:59pm</b></li> </ul>
<b>Week 3:</b> 1/22-1/28	<b>Individual Level Health Behavior Theories:</b> <ul style="list-style-type: none"> <li>• Behavioral Theories &amp; Motivation</li> <li>• Expectancy Values Models (TRA/TPB models)</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook Chapter 3</li> <li>• Textbook Chapter 7</li> </ul>	<ul style="list-style-type: none"> <li>• Week 3 Quiz <b>Due Saturday (1/27) @11:59pm</b></li> <li>• Discussion Board Week 3 – <b>Due Saturday (1/27) @11:59pm</b></li> <li>• Reply to Discussion <b>Due Monday (1/29) @11:59pm</b></li> </ul>

Week/ Dates	Module Topics	Readings	Assignments
<b>Week 4:</b> 1/29-2/4	<b>Individual Level Health Behavior Theories: Stage Theories</b> <ul style="list-style-type: none"> <li>• Transtheoretical Model (Stages of Change)</li> <li>• Precaution Adoption Process Model</li> <li>• Motivational Interviewing</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook Chapter 8 (a required section from first edition is provided on Canvas)</li> <li>• Hall, Gibbie, &amp; Lubman (2012)</li> </ul>	<ul style="list-style-type: none"> <li>• Week 4 Quiz <b>Due Saturday (2/3) @11:59pm</b></li> <li>• Discussion Board Week 4 – <b>Due Saturday (2/3) @11:59pm</b></li> <li>• Reply to Discussion <b>Due Monday (2/5) @11:59pm</b></li> </ul>
<b>Week 5:</b> 2/5-2/11	<b>EXAM 1</b>	<ul style="list-style-type: none"> <li>• <b>NONE</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Opens:</b> Sunday (2/4) @ 8:00am</li> <li>• <b>Due Sunday (2/11) @11:59pm</b></li> </ul>
<b>Week 6:</b> 2/12-2/18	<b>Interpersonal Level &amp; Social Influences on Health Behavior:</b> <ul style="list-style-type: none"> <li>• Social Learning Theory</li> <li>• Social Cognitive Theory</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook Chapter 4</li> <li>• Bandura (1998)</li> </ul>	<ul style="list-style-type: none"> <li>• Week 6 Quiz <b>Due Saturday (2/17) @11:59pm</b></li> <li>• Discussion Board Week 6 – <b>Due Saturday (2/17) @11:59pm</b></li> <li>• Reply to Discussion <b>Due Monday (2/19) @11:59pm</b></li> </ul>
<b>Week 7:</b> 2/19-2/25	<b>Interpersonal Level &amp; Social Influences on Health Behavior: Social Network and Diffusion of Innovation</b> <ul style="list-style-type: none"> <li>• Social Influence Processes</li> <li>• Social Support</li> <li>• Social Network Theory</li> <li>• Diffusion of Innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook Chapter 6</li> <li>• Textbook Chapter 10</li> </ul>	<ul style="list-style-type: none"> <li>• Week 7 Quiz <b>Due Saturday (2/24) @11:59pm</b></li> <li>• Discussion Board Week 7 – <b>Due Saturday (2/24) @11:59pm</b></li> <li>• Reply to Discussion <b>Due Monday (2/26) @11:59pm</b></li> </ul>
<b>Week 8:</b> 2/26-3/3	<b>Community-Level Change: Health Communication and Social Marketing</b> <ul style="list-style-type: none"> <li>• Communications Models</li> <li>• Theories of Persuasion</li> <li>• Health Communication</li> <li>• Social Marketing</li> <li>• Ethics in Health Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook Chapter 9</li> <li>• Friedman et al. (2016)</li> <li>• Mariona (2015)</li> </ul>	<ul style="list-style-type: none"> <li>• Week 8 Quiz <b>Due Saturday (3/2) @11:59pm</b></li> <li>• Discussion Board Week 8 – <b>Due Saturday (3/2) @11:59pm</b></li> <li>• Reply to Discussion <b>Due Monday (3/4) @11:59pm</b></li> </ul>
<b>Week 9:</b> 3/4-3/10	<b>EXAM 2</b>	<ul style="list-style-type: none"> <li>• <b>NONE</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Opens:</b> Saturday (3/2) @ 8:00am</li> <li>• <b>Due Sunday (3/10) @11:59pm (opens early due to Spring break, please plan accordingly)</b></li> </ul>
<b>Week 10:</b> 3/11-3/17	<b>Spring Break</b>	<b>Spring Break</b>	<b>Spring Break</b>

Week/ Dates	Module Topics	Readings	Assignments
<b>Week 11:</b> 3/18-3/24	<b>Racism, Structural Bias, Social Inequities, Health Disparities, and Health</b> <ul style="list-style-type: none"> <li>Health Disparities</li> <li>Risk and Protective Factors Model</li> <li>High Risk Populations</li> </ul>	<ul style="list-style-type: none"> <li>Hoyer &amp; Dee (2022)</li> <li>Riley (2020)</li> <li>Documentary: <i>Unnatural Causes</i> Episodes 1 &amp; 2 (VIDEO)</li> </ul>	<ul style="list-style-type: none"> <li>Week 11 Quiz <b>Due Saturday (3/23) @11:59pm</b></li> <li>Discussion Board Week 11 – <b>Due Saturday (3/23) @11:59pm</b> (No replies due this week)</li> <li>Social Media Paper <b>Due by Sunday (3/24) @11:59pm</b></li> </ul>
<b>Week 12:</b> 3/25-3/31	<b>Communities &amp; Health Promotion, CBPR</b> <ul style="list-style-type: none"> <li>Community Capacity &amp; Community Interventions</li> <li>Community-Based Participatory Research Methods (CBPR)</li> </ul>	<ul style="list-style-type: none"> <li>First edition textbook Chapter 12 (chapters will be scanned on Canvas)</li> <li>Corbie-Smith et al. (2011)</li> </ul>	<ul style="list-style-type: none"> <li>Week 12 Quiz <b>Due Saturday (3/30) @11:59pm</b></li> <li>Discussion Board Week 12 – <b>Due Saturday (3/30) @11:59pm</b></li> <li>Reply to Discussion <b>Due Monday (4/1) @11:59pm</b></li> </ul>
<b>Week 13:</b> 4/1-4/7	<b>Program Planning &amp; Program Evaluation</b>	<ul style="list-style-type: none"> <li>First edition textbook Chapter 13 (chapters will be scanned)</li> <li>Crosby &amp; Noar (2011)</li> <li>Textbook, Chapter 14</li> <li>Saunders et al. (2005)</li> </ul>	<ul style="list-style-type: none"> <li>Week 13 Quiz <b>Due Saturday (4/6) @11:59pm</b></li> <li>Discussion Board Week 13 – <b>Due Saturday (4/6) @11:59pm</b></li> <li>Reply to Discussion <b>Due Monday (4/8) @11:59pm</b></li> </ul>
<b>Week 14:</b> 4/8-4/14	<b>Qualitative Methods</b> <ul style="list-style-type: none"> <li>Qualitative Data Collection</li> <li>Qualitative Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Chew &amp; Eysenbach (2010)</li> <li>Hart et al. (2017)</li> </ul>	<ul style="list-style-type: none"> <li>Week 14 Quiz <b>Due Saturday (4/13) @11:59pm</b></li> <li>Discussion Board Week 14 – <b>Due Saturday (4/13) @11:59pm</b> (no replies due this week)</li> </ul>
<b>Week 15:</b> 4/15-4/21	<b>Exam 3</b>	<ul style="list-style-type: none"> <li><b>NONE</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Opens:</b> Sunday (4/14) @ 8:00am</li> <li><b>Due Sunday (4/21) @11:59pm</b></li> </ul>
<b>Week 16:</b> 4/22-4/24	<b>PREVENTION PROJECT</b>	<ul style="list-style-type: none"> <li><b>NONE</b></li> </ul>	<ul style="list-style-type: none"> <li>Prevention Project <b>Due Wednesday (4/24) @11:59pm</b></li> </ul>

Course schedule is subject to change. Please check Canvas for most up to date schedule. Readings also subject to change. The most up to date readings will be posted to the Canvas module.