

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

College of Public Health & Health Professions Syllabus

University of Florida

Summer C 2024

Classroom: HPNP G-307

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

Delivery Format: Face-to-face, On-Campus (Blended)

Course Website: UFL E-Learning

Instructor: Lindsey King, PhD, MPH, CHES, CCRP, CTTS
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Office Hours: By appointment (please email to set up an appointment)

Teaching Assistant: Shahzadhi Nyakhar, MPH, PhD student, Public Health: Social and Behavioral Sciences

Email Address: s.nyakhar@ufl.edu
Office Hours: By appointment (please email to set up an appointment)

Preferred Course Communications: Email.

Email Policy: Direct Outlook email (linking@ufl.edu) is the preferred method of communication, **not the message function within Canvas**. Response within 24 hours to emails received on weekdays (M-F). Emails received during the weekend or after 5pm on Friday will be answered by 1pm on the following Monday.

PREREQUISITES

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

PURPOSE AND OUTCOME

Course Overview

This course will give you a thorough grounding in the major theoretical foundations of public health and the skills to apply major theories and models to real-world public health problems.

Course Rationale

There is a clear need for the development and implementation of effective public health programs and policies. In order to design interventions that successfully change health behaviors, however, an understanding of *why* these behaviors occur (and how they are maintained) is essential. This course will also focus on building written and oral communication skills, especially focused on presenting scientific knowledge to non-expert audiences. This course builds on the foundational knowledge of social and behavioral sciences presented in PHC6410. While we will spend some time reviewing the theories and models that were introduced in PHC6410, we assume that you have a background familiarity with these theories and models and thus we will spend a bulk of the course extending/applying these models through critical discussion and application.

Course Objectives

The course objectives for PHC6405 were developed in accordance with the social and behavioral science (SBS) competencies identified by the Association of Schools & Programs for Public Health (ASPPH). By the end of this course, students will be able to:

- Describe and apply the basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- Describe the role of social and community factors in both the onset and solution of public health problems.
- Demonstrate an understanding of health disparities in the United States, including the political, economic, and social forces that contribute to these disparities.
- Apply the social-ecological framework to specify multiple targets/levels of intervention for social and behavioral science programs and/or policies.
- Apply evidence-based approaches in the development and evaluation of theoretically-based social and behavioral science interventions.
- Evaluate and critique existing theories of health behavior and health behavior change.
- Identify critical stakeholders for the planning, implementation, evaluation, and dissemination of public health programs, policies and interventions.
- Evaluate individual and organizational/community concerns, assets, resources, and deficits and how these factors may interact with social and behavioral science interventions.
- Apply ethical principles to public health program planning, implementation and evaluation.
- Critically analyze the social and behavioral sciences research literature.
- Translate social and behavioral science research findings into health communication messages for varied audiences.
- Apply methods from the dissemination and implementation literature to design interventions with high potential for public health-level impact.
- Work collaboratively as part of a public health team.

Relation to Program Outcome

The course objectives are related to several SBS Concentration Competencies:

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

Blended Learning

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

What is expected of you?

You are expected to actively engage in the course throughout the semester. This course follows a blended-classroom model; that is, you are expected to do preparatory work outside of the class (including reading and/or watching lectures/videos linked on Canvas, taking a weekly quiz, and completing other assigned pre-work) each week prior to class and you must come to class prepared. Class time will be spent primarily on critical discussion and application of course content to real-world public health problems and you are expected to actively participate in our live class. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may

struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Throughout course discussions, you will be asked to initiate ideas, share relevant experiences, reflect on what your classmates say, and critique/extend the course readings and lectures. 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.

Please note: Because this is a Summer C course (12 weeks instead of 16 weeks), this course will run quicker than a course in the Fall and Spring. You are expected to keep up with this pace.

Late work is not accepted without instructor approval. Quizzes and assignments will lock at the end of each module (all dates and times noted below in the course outline).

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.

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 public health practitioners, researchers, and teachers. These different aims correspond to distinct responsibilities for both teachers and learners at the graduate and undergraduate levels. As aspiring professionals, 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.

Diversity Statement

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

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace the University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Center for Inclusion and Multicultural Engagement website: www.multicultural.ufl.edu.

DESCRIPTION OF COURSE CONTENT

Course Materials, Instructional Methods, and Technology

Required Textbook: Glanz, K., Rimer, B. K., & Viswanath, K. (2015). Health Behavior: Theory, Research, and Practice, 5th Edition. San Francisco, CA: Jossey-Bass. ISBN: 978-1-118-62898-0
Note: The 5th edition has been substantially updated and much of this new material is included in this class; thus, earlier editions of the textbook should not be used.

Additional Required Readings: Posted on the course website (Canvas).

Instructional Methods

This course is offered online, in weekly "modules." Each module is made up of the following:

- 1.) Assigned readings (textbook chapters and/or articles posted to eLearning)
- 2.) Lectures/videos (posted to eLearning)
- 3.) A quiz (covering all content presented within the module, including readings and videos)
- 4.) Weekly writing prompts or other assignments

Course Website: The course website is available on Canvas and can be accessed through the [eLearning @ UF](#) website. The weekly schedule, additional course materials, and links to submit course assignments and weekly discussion questions are available through this website. You will log into the course website using your Gatorlink ID and password; if you have trouble logging in, please contact the Help Desk at 352-392-HELP.

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

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

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

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:

1. **Syllabus/Academic Integrity Quiz:** You are asked to complete a brief quiz on the syllabus and academic integrity prior to unlocking the course content on Canvas. *Please review the syllabus, course overview, and the academic integrity materials before completing the quiz.* **NOTE:** While this quiz is ungraded, you must receive a 100% to unlock course materials. You will NOT be able to access course materials without passing the quiz.
2. **Readings and Other Course Materials (Lectures/Videos):** For each weekly module, you will be assigned textbook chapters and/or specified journal articles to read. Within each module on Canvas, additional information may be provided (e.g., recorded lectures and/or videos). Whether these materials are required or optional will be described within that week's page on Canvas.
3. **Weekly Quizzes:** To encourage completion of the readings/assigned material, to help assess if there are any areas that students are having difficulty with, and because we will not have exams, you will be asked to complete a quiz on each week's material. This quiz is intended to assess overall comprehension of the material and you will have two attempts each week to complete the quiz. Questions are randomly drawn from a question bank, however, so it is unlikely that you will see the exact same set of questions each time. **Each quiz is worth 5 points for a total of 55 points for the semester.**

4. **Weekly Online Writing Prompts/ Discussion Questions:** Given the importance of discussion and in-class activities to this course, it is essential that all students have completed the required readings and grasp that week's concepts *prior* to coming to class. To help you 1) engage with the course readings 2) connect key concepts across readings and 3) practice your written communication skills, you will be asked to submit a short written prompt before you come to class each week. Most prompts will ask you to summarize the material across readings for a particular audience, and/or to include at least one potential discussion question for use in class. You will be asked to submit each prompt via that week's discussion board on Canvas by Wednesday at 11:59 pm (prior to the Thursday class). You are **not** required to respond to your fellow student's posts, but I encourage you to read through them in preparation for class the next day. More information on the weekly writing prompts can be found via the Weekly Writing Prompts rubric (posted on Canvas) and each week's discussion board. **Students can earn up to 6 points each week for submitting these weekly writing prompts, for a total of 60 points over the course of the semester.**

5. **Class Participation//Professionalism/Weekly Activities/Attendance:** Attendance, participation, and professionalism are required each week. Each week, in-class time will be spent on critical discussion of the weekly readings and applied group activities. You may also have short out-of-class assignments (or in-class assignments with an out-of-class portion) that will be considered part of the participation/weekly activities grade; more information on these assignments will be provided in class on the appropriate week. Merely showing up in class and providing minimal discussion/activity input or input that does not demonstrate understanding of that week's materials will result in point deductions. **Students can earn up to 7 points each week for attendance, participation, professionalism, and completion of weekly activities for a total of 77 points over the course of the semester** (during the July 4 holiday week, we will not have class, but we will have an additional asynchronous assignment to complete in place of attendance/in-class participation).

6. **Individual Health Behavior Change Intervention:** You will be asked to develop and implement a theoretically based individual health behavior change program. More information will be provided in class. **The individual health behavior change intervention project is worth 35 points.**

7. **Media Advocacy/Social Marketing Assignment:** To integrate what you've learned about behavior change theories and health communication, and to hone your ability to translate scholarly literature into writing that can appeal to the general public, you will be asked to prepare a letter to the editor/op ed on a public health topic of your choosing. You will submit your topic via Canvas. A draft of your letter/op for peer review should be submitted via Canvas. You will then complete peer reviews. You will submit a final version of your assignment via Canvas towards the end of the semester. **The Media Advocacy Assignment is worth 50 points.**

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

Grading

<i>Requirement</i>	<i>Due date</i>	<i>Points</i>
Syllabus Quiz	Must be completed to unlock course materials by Thursday, May 16 at 12:00 PM EST	--
Weekly Quizzes	Ongoing; due each Wednesday by 11:59 PM EST	55

<i>Requirement</i>	<i>Due date</i>	<i>Points</i>
Weekly Online Writing Prompts/Discussion Questions	Ongoing; due each Wednesday by 11:59 PM EST	60
Class Participation/ Activities/ Attendance/Professionalism	Ongoing (week of July 4 holiday, there will be an additional asynchronous assignment due 7/5 in place of our in-class participation/ activity)	77
Individual Health Behavior Change Intervention	Topic and plan due June 6, Final Submission due June 21	35
Social Marketing/ Media Advocacy Assignment	Topic due by July 5. Draft due by July 25. Peer reviews due July 29; Final assignment due August 3.	50
TOTAL		277

Point system

Points earned	≥257	256-249	248-241	240-230	229-222	221-216	215-204	203-195	194-190	189-176	175-168	≤167
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

NOTE: Points are **not** rounded up at the end of the semester, and **grades are not curved**. Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

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

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 [Grading and Grade Policies](#) posted by the Registrar's Office.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Communication Guidelines

Please email the instructor and TA directly rather than using the messaging tool in Canvas. For digital communication, please see the following Netiquette Guidelines:

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Policy Related to Make ups or Other Work

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

Policy Related to Technical Issues

Any requests for make-ups due to technical issues **must** be accompanied by the ticket number received from the UF Computing help desk (<http://helpdesk.ufl.edu/>) created when the problem was reported to them. The ticket number will document the time and date of the problem. You **must** e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

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

Polices Related to Remote and Online Synchronous Sessions

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

Academic Integrity

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

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

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see [Student Conduct and Honor Codes](#) information at the Dean of Students Office website or the [Academic Expectations](#) information at the Graduate School website for additional details. Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Policy Related to Plagiarism

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

Turnitin

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

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.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/>.

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 extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:

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

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. Online and in person assistance is available.
 - 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.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>.
- Crisis intervention is always available 24/7 from: **Alachua County Crisis Center**: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>.
- **University Police Department**: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **UF Health Shands Emergency Room / Trauma Center**: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).



Interpersonal Violence

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

Materials, especially required articles, are subject to change. Please visit Canvas modules for most updated materials in each module.

<i>Week</i>	<i>Class Date</i>	<i>Topics</i>	<i>Readings</i>	<i>Assignments</i>
1	May 16	Course Introduction and Overview <ul style="list-style-type: none"> • Course overview • Linking theory, research, & practice 	<ul style="list-style-type: none"> • Glanz Chapter 2 	<ul style="list-style-type: none"> • Complete syllabus quiz by Thursday, 5/16 at 12:00 PM EST

Week	Class Date	Topics	Readings	Assignments
2	May 23	Health Disparities, Stress & Coping <ul style="list-style-type: none"> Overview of health disparities in the U.S. The role of chronic stress in health and health disparities Other theories & models related to health disparities (intersectionality, etc.) 	<ul style="list-style-type: none"> Glanz Chapter 12 Watt (2007) Watch: <i>Unnatural Causes</i>, Episode 5 	<ul style="list-style-type: none"> Quiz due by Wednesday, 5/22 at 11:59 PM EST Writing Prompt due by Wednesday, 5/22 at 11:59 PM EST
3	May 30	Social-Ecological Models & Systems Modeling <ul style="list-style-type: none"> Review of Social-Ecological Models Targeting interventions at various levels Levels of Prevention Systems Modeling 	<ul style="list-style-type: none"> Glanz Chapter 3 Shulz & Northridge (2004) McLeroy et al (1988) 	<ul style="list-style-type: none"> Quiz due by Wednesday, 5/29 at 11:59 PM EST Writing Prompt due by Wednesday, 5/29 at 11:59 PM EST
4	June 6	Individual Level: Expectancy Value Models & Moving from Intention to Behavior <ul style="list-style-type: none"> Review HBM, TRA/TPB 	<ul style="list-style-type: none"> Glanz Chapters 4, 5, & 6 Sherran & Orbell (2000) 	<ul style="list-style-type: none"> Quiz due by Wednesday, 6/5 at 11:59 PM EST Writing Prompt due by Wednesday, 6/5 at 11:59 PM EST Individual Health Behavior Change Intervention topic and plan by Thursday, 6/6
5	June 13	Individual Level: Stage Theories & Motivational Interviewing <ul style="list-style-type: none"> Review Transtheoretical Model Review Motivational Interviewing 	<ul style="list-style-type: none"> Glanz Chapter 7 Hall et al. (2012) 	<ul style="list-style-type: none"> Quiz due by Wednesday, 6/12 at 11:59 PM EST Writing Prompt due by Wednesday, 6/12 at 11:59 PM EST
6	June 20	Interpersonal Level: Social Cognitive Theory, Interpersonal Communication <ul style="list-style-type: none"> Review Social Cognitive Theory (SCT) Using SCT to design interventions 	<ul style="list-style-type: none"> Glanz Chapters 8 & 9 	<ul style="list-style-type: none"> Quiz due by Thursday, 6/20 at 10 am due to holiday Writing Prompt due by Thursday, 6/20 at 10 am due to holiday Individual Health Behavior Change Intervention final due by Friday, 6/21

Week	Class Date	Topics	Readings	Assignments
7	June 27	BREAK WEEK- No class!		
8	July 4	Interpersonal Level: Social Support & Social Networks <ul style="list-style-type: none"> Assessing social support & the impact of social support on health Designing interventions to increase social support Assessing and intervening with social networks 	<ul style="list-style-type: none"> Glanz Chapters 10 & 11 	<ul style="list-style-type: none"> Quiz due by Wednesday, 7/3 at 11:59 PM EST Writing Prompt due by Wednesday, 7/3 at 11:59 PM EST Asynchronous week 8 assignment due in place of class Friday, 7/5 (we will not meet in class this week due to holiday) Media Advocacy Assignment topic due by Friday, 7/5
9	July 11	Health Communication, Social Marketing, & Media Advocacy <ul style="list-style-type: none"> Elaboration likelihood model Social marketing campaigns 	<ul style="list-style-type: none"> Glanz Chapters 17 & 21 Dorfman & Krasnow (2014) Jones (2018) 	<ul style="list-style-type: none"> Quiz due by Wednesday, 7/10 at 11:59 PM EST Writing Prompt due by Wednesday, 7/10 at 11:59 PM EST
10	July 18	Community Level: Community Engagement & Community Capacity Building <ul style="list-style-type: none"> Principles of community engagement Building community capacity Community empowerment CBPR methods 	<ul style="list-style-type: none"> Glanz Chapter 15 Glanz Chapter 14 (not on quiz) Yonas (2006) Laverack & Labonte (2000) 	<ul style="list-style-type: none"> Quiz due by Wednesday, 7/17 at 11:59 PM EST Writing Prompt due by Wednesday, 7/17 at 11:59 PM EST
11	July 25	Policy Level: Policy Factors and Interventions <ul style="list-style-type: none"> Policy impact on health behavior Theory of Triadic Influence 	<ul style="list-style-type: none"> Link & Phelan (1995) Phelan & Link (2015) Chapter reading on Theory of 	<ul style="list-style-type: none"> Quiz due by Wednesday, 7/24 at 11:59 PM EST Writing Prompt due by Wednesday, 7/24 at 11:59 PM EST

<i>Week</i>	<i>Class Date</i>	<i>Topics</i>	<i>Readings</i>	<i>Assignments</i>
		<ul style="list-style-type: none"> • Theory of Fundamental Causes • Behavioral economics 	Triadic Influence	<ul style="list-style-type: none"> • Media Advocacy draft due by Thursday, 7/25
12	Aug 1	Intervention Implementation, Dissemination, & Diffusion <ul style="list-style-type: none"> • Key challenges in implementation & dissemination of interventions • D&I research methods 	<ul style="list-style-type: none"> • Glanz Chapter 16 • Damschroder et al. (2009) 	<ul style="list-style-type: none"> • Peer review(s) of Media Advocacy due by Monday, 7/29 • Quiz due by Wednesday, 7/31 at 11:59 PM EST • Writing Prompt due by Wednesday, 7/31 at 11:59 PM EST
13	Aug 8	Integrating Theory & Planning Interventions <ul style="list-style-type: none"> • Science communication • Persuasive writing skills 	<ul style="list-style-type: none"> • Glanz “Cross-Cutting Propositions about Using Theory” and “Moving Forward” sections, pg. 355-356 • Glanz Chapter 19 • Bartholomew & Mullen (2011) 	<ul style="list-style-type: none"> • Final Media Advocacy Assignment due by Saturday, 8/3 • Quiz due by Wednesday, 8/7 at 11:59 PM EST