

**University of Florida
College of Public Health and Health Professions
Fall 2014**

Course: PHC 6410 – Section 1709, 5780, DEPT
Psychological, Social, & Behavioral Issues in Public Health (3 credits)

Times: ONLINE

Course

Location: lss.at.ufl.edu (eLearning)

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Contact: Please email me directly at jennifernguyen@php.ufl.edu. I do not check the email function in e-Learning on a daily basis. Therefore, I cannot guarantee that your email will be answered within 24-48 hours. If you **do** use the email feature in e-Learning, please check the box (as shown below) to have the message sent **directly** to my email address.

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Send a copy of this message to recipients' email address(es)

Office Hours: By appointment via Skype or telephone. On-campus meetings may also be arranged.

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Course Overview: This is the core social and behavioral sciences course for the MPH degree. There are three major aims for this course. (1) The Association of Schools & Programs of Public Health (ASPPH) has drafted a list of competencies that all MPH students should be able to meet upon graduation. Our first aim is to address the 10 SBS competencies and to use them as the course objectives (see the attached table). (2) Our second aim is to explore how social and behavioral sciences theories and public health concepts and methods can be applied throughout the health-illness experience. (3) Our third aim is to promote an appreciation for the role of the social and behavioral sciences in

public health and, perhaps, to encourage those of you in other tracks to seek additional training. We will use a variety of instructional methods to address these aims, including lectures, discussion groups, exams, and papers. *The success of the course will depend heavily upon active participation by the students, so you are strongly encouraged to present your ideas and to be respectful of the opinions of others.*

Course Goals:

The course goals are listed with the SBS competencies in the attached table.

Online Learning: In order to be successful in an online course it is essential that students become familiar with the course outline, syllabus, and assignments. Since we do not meet weekly, it is the sole responsibility of the student to keep up with course requirements. To assist with this process, you are assigned a syllabus/academic integrity quiz. While this quiz is ungraded, you must receive a 100% to unlock course materials. You will NOT be able to access course materials otherwise.

Brower Requirements:

Please use Chrome, Safari, Firefox, or Internet Explorer 10/11 ONLY. Internet Explorer 8 is not supported and many features of e-Learning will not be supported on older browsers. Please ensure all security features are up to date.

Required Textbook:

Edberg, M. (2013). *Essentials of Health Behavior. Social and Behavioral Theory in Public Health. Second Edition*, Jones and Bartlett Publishers.

Several articles are listed in the outline. Articles MAY be added throughout the semester as well.

Course Components: (Note: Detailed instructions will be given for each assignment as it draws near.)

1. **Syllabus/Academic Integrity Quiz:** The quiz is available from August 25th-September 5th. It is the student responsibility to keep up with course lectures, assignments, and readings. The quiz will cover the course syllabus and protocols for academic integrity. 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. **Weekly Readings and Lectures:** Each week, you will be assigned chapters and/or specified journal articles that are related to that week's lecture topic. Lecture videos and readings can be accessed via the "Lessons" feature in e-Learning. See the course outline for detailed information.
3. **Discussion Questions:** Each week, you are responsible for completing the assigned reading, **posting 2 questions and answering 1 of your peer's questions** in the "Discussion" feature in e-Learning. Each student will be assigned to a large group (e.g. Group A, Group B). Each group will have designated discussion conversations created for each week. This is a chance to think critically about the reading. These questions are worth a total of **60 points**, 12 times over the course of the semester, worth 5 points each week. They will be graded for thoughtful content and integration of course materials, which also means they should become more complex over the

semester. **Late postings are not accepted.**

- a. Questions **MUST** be posted by 4:59PM on Wednesday of every week.
 - b. Your response to one of your classmate's questions **MUST** be posted by 4:59PM on Friday of every week.
 - c. Your postings **MUST** be in your assigned group. Group assignments will be sent out during the first week of class.
4. **Exams. Three** exams will be held throughout the semester. Each exam will be worth 100 points and will include multiple choice and short answer questions. Exams will be after Week 5, Week 10, and during Week 15. ProctorU will be utilized to proctor exams. More information is provided in the syllabus. **(100 points per exam x 3 exams=300 total points)**
5. **Prevention Project Presentation:** The class will use behavioral indicators listed in the Healthy People 2020 report (www.healthypeople.gov).
- a. Students will have an opportunity to rank their preferred behavioral indicators. An effort will be made to place students with similar rankings and interests together.
 - b. Behavioral indicators have been selected from the Healthy People 2020 report and include: Environmental health, immunization and infectious diseases, injury and violence prevention, mental health and mental disorders, nutrition and weight status (not diabetes), occupational safety and health, sexually transmitted diseases, substance abuse (not tobacco, as that was covered in class).
 - c. Then, students will be assigned into groups. Groups will be randomly assigned to a level of prevention (i.e. primary, secondary, or tertiary). Students will be notified of their group members and assigned levels of prevention, and behavioral indicator. All decisions are final.
 - d. Groups are to design an intervention to address their behavioral indicator and their assigned level of prevention. More information will be posted under the "Assignments" feature of e-Learning.
 - e. The presentation must be submitted by all students in the group.
 - f. The presentation is worth **50 points**.

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

Dates of assignments/tests are listed below.

Detailed instructions and grading criteria will be provided for the paper and discussion posts.

Assignment	Points	Due Date/Details
Syllabus Quiz	--	Week 1-Week 2 to unlock materials
Exam #1	100	Exam 1 will open at 8AM on 9/26/2014 and close at 11:55PM on 9/28/2014
Exam #2	100	Exam 2 will open at 8AM and will close at 11:55PM on 11/2/2014.
Exam # 3	100	Exam 3 will open at 8AM and will close at 11:55PM on 12/8/2014.
Prevention Group Project	50	Due 12/10/2014 at 11:55PM.
Discussion Posts	60	Ongoing
Total	410	

Grading Scale: The final grade will be computed on the basis of the following assessments:

Grade	Points	Grade	Points
A	379.00+	C	291.00-313.99
A-	366.00-378.99	C-	280.00-290.99
B+	353.00-365.99	D+	269.00-279.99
B	337.00-352.99	D	247.00-268.99
B-	324.00-336.99	D-	240.00-246.99
C+	314.00-323.99	E	≤ 239.99

Late Assignments: Late assignments **are not** accepted unless arrangements have been made ahead of the due date with the instructor.

Academic Integrity: Each student is bound by the academic honesty guidelines of the University that state: “The students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.”

And, each student, upon submission of an assignment, implies the pledge: **"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

ProctorU: This course will be using ProctorU, a proctoring service for graded exams. This service is a user-friendly system, but you must follow these guidelines to register and take your exams:

1. Students must register for a time slot for their course exams with ProctorU starting the second week of the semester, but no later than 3 days prior to an exam. You will register for your exams at www.proctoru.com. Their website will describe how you register and log on for your exam. Your exams will be taken in the “Assessments” module of e-Learning, but only ProctorU will be able to open the exam for you. Please test your computer connection and equipment via the ProctorU website prior to your exam.
2. Exams will be administered 8:00AM – midnight (Eastern Time), on specified days.
3. Students will need to have a microphone and webcam in place during the test-taking period. An inexpensive webcam and microphone should work fine. Students will NOT be allowed to take an exam without a webcam. (Note: a microphone and webcam are program requirements for the online MPH program, see computer requirements on the program website)
4. Exams may be taken at a student’s home. Students must plan to take their exams in an environment where other people are not in the room during the exam. The proctor will ask to see 2 forms of ID, will ask you some questions to identify yourself, will test your microphone and camera, will ask you to pan your desk and clear it of anything not allowed in the exam.
5. Students will need to have some administrative rights on the computer they are using for the exam to enable the proctoring service to function. Please plan on an extra hour of time to complete the exam

outside the scheduled exam time to accommodate connection time with the proctor and any technical issues that arise.

6. The program will pay your proctoring fees, but students will be responsible for late registration fees. For exams scheduled less than 3 days before an exam, they will charge a \$5 late fee.

7. It is recommended that students not use a wireless Internet connection for exams. Please consider wire connecting your wireless laptop to your modem for a more reliable Internet signal during the exam. Inexpensive modem cables are available in most electronic stores and online.

More information on ProctorU is available in the ProctorU tool in the course site.

Students with Disabilities: Students with disabilities will be accommodated. Students must follow the written University procedure: “Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.”

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling and Wellness Center, 352-392-1575; visit their web site for more information: <http://www.counseling.ufl.edu/>. 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, including primary care, women's health care, immunizations, mental health care, and pharmacy 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: www.health.ufl.edu/shcc. Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789.

SBS Competency	PHC 6410 Course Objectives, Based on ASPH Competencies
1. Critically describe and evaluate the state of public health social and behavioral science research and literature.	O-8. Describe the merits of social and behavioral science interventions and policies.
2. Apply social and behavioral science theories and concepts to public health problems.	O-1. Describe the role of social and community factors in both the onset and solution of public health problems. O-3. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
3. Describe and apply the social ecological framework to public health problems.	O-1. Describe the role of social and community factors in both the onset and solution of public health problems. O-3. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice. O-5. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.
4. Understand and apply the principles of community participation in public health research and interventions.	O-4. Apply ethical principles to public health program planning, implementation and evaluation O-6. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions O-10. Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies and interventions.
5. Demonstrate the knowledge and skills necessary to conduct social and behavioral science research	O-4. Apply ethical principles to public health program planning, implementation and evaluation O-7. Use evidenced-based approaches in the development and evaluation of social and behavioral science interventions. O-9. Describe the steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
6. Demonstrate an understanding of health disparities in the US and the underlying role of power differentials to disparities.	O-2. Identify the causes of social and behavioral factors that affect the health of individuals and populations. O-6. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
7. Demonstrate knowledge and skills needed to design and implement a public health information campaign.	
8. Demonstrate communication skills key to public health workforce participation and advocacy.	

COURSE OUTLINE

Weeks/Dates	Lecture Topics	Assignment/Readings
Week 1: 8/25-8/30	<ul style="list-style-type: none"> • Introduction • Health, Illness, Disease • Health Behavior • Prevention Levels • Ethical and Historical Considerations 	<ul style="list-style-type: none"> • Read: Edberg Chapters 1&3 • Complete Syllabus Quiz • Post 2 Discussion Questions (DQ) due 8/27 at 4:59PM • 1 Response to a DQ due 8/29 at 4:59PM
Week 2: 8/31-9/6	<ul style="list-style-type: none"> • Multilevel Frameworks • Macro Level Explanations 	<ul style="list-style-type: none"> • Read Edberg, pg. 75-84,89-92 • Read ^(a)Golden & Earp (2012) • Post 2 Discussion Questions (DQ) due 9/3 at 4:59PM • 1 Response to a DQ due 9/5 at 4:59PM
Week 3: 9/7-9/13	<ul style="list-style-type: none"> • Communities and Community Level Explanations • Maternal and Child Health • Environment and Health 	<ul style="list-style-type: none"> • Read ^(b)Diez Roux & Mair (2008) • Read ^(c)Collins et al. (2009) • Post 2 Discussion Questions (DQ) due 9/10 at 4:59PM • 1 Response to a DQ due 9/12 at 4:59PM
Week 4: 9/14-9/20	<ul style="list-style-type: none"> • Social and Interpersonal Level Explanations • Social Network Theory • Social Capital 	<ul style="list-style-type: none"> • Read Edberg, Ch. 5 • Read ^(d)Valente et al. (2009) • Post 2 Discussion Questions (DQ) due 9/17 at 4:59PM • 1 Response to a DQ due 9/19 at 4:59PM
Week 5: 9/21-9/27	<ul style="list-style-type: none"> • Individual Level Explanations 	<ul style="list-style-type: none"> • Read Edberg, Ch. 4 • Read ^(e)Dunne et al. (2013) • TAKE EXAM (Material from Weeks 1-5). Exam 1 will open on 9/26 at 8AM and will close on 9/28 at 11:55PM.
Week 6: 9/28-10/4	<ul style="list-style-type: none"> • Primary Prevention • Topical Areas: Diabetes; Tobacco and Adolescent Prevention 	<ul style="list-style-type: none"> • Read Edberg, Chapter 2 • Read ^(f)Johnson et al. (2014) • Read ^(g)Prevention Research Group (2002) • Post 2 Discussion Questions (DQ) due 10/1 at 4:59PM • 1 Response to a DQ due 10/3 at 4:59PM
Week 7: 10/5-10/11	<ul style="list-style-type: none"> • Secondary Prevention • Topical Areas: Diabetes; E-cigarettes 	<ul style="list-style-type: none"> • Read ^(h)Bullen et al (2013) • Read ⁽ⁱ⁾Williams et al. (2014) • Read ^(j)Vähäsarj et al. (2014)

		<ul style="list-style-type: none"> • Post 2 Discussion Questions (DQ) due 10/8 at 4:59PM • 1 Response to a DQ due 10/10 at 4:59PM
Week 8: 10/12-10/18	<ul style="list-style-type: none"> • Tertiary Prevention • Topic Areas: Diabetes; Tobacco and COPD/Lung Cancer 	<ul style="list-style-type: none"> • Read ^(k) Gregg et al (2012) • Read ^(l) Almagro & Castro (2013) • Post 2 Discussion Questions (DQ) due 10/15 at 4:59PM • 1 Response to a DQ due 10/17 at 4:59PM
Week 9: 10/19-10/25	<ul style="list-style-type: none"> • Adolescent Health • Oral Health 	<ul style="list-style-type: none"> • Read ^(m) Jackson et al. (2011) • Read ⁽ⁿ⁾ Brady et al. (2009) • Post 2 Discussion Questions (DQ) due 10/15 at 4:59PM • 1 Response to a DQ due 10/17 at 4:59PM
Week 10: 10/26-11-1	<ul style="list-style-type: none"> • Assessment • SEM • PRECEDE/PROCEED 	<ul style="list-style-type: none"> • Read Edberg, Chapter 14 ^(o) Crosby & Noar (2011) • TAKE EXAM (Material from Weeks 6-10). Exam 2 will open on 10/31 at 8AM and will close on 11/2 at 11:55PM.
Week 11: 11/2-11/8	<ul style="list-style-type: none"> • Applying Theory to Problem • School/Worksite Interventions 	<ul style="list-style-type: none"> • Read Edberg, Ch. 10&13 • Post 2 Discussion Questions (DQ) due 11/5 at 4:59PM • 1 Response to a DQ due 11/7 at 4:59PM
Week 12: 11/9-11/15	<ul style="list-style-type: none"> • Community Interventions/Interventions in Communities • Community and Group Models 	<ul style="list-style-type: none"> • Read Edberg, Ch. 9 • Read ^(p) Stedman-Smith et al. (2011) • Post 2 Discussion Questions (DQ) due 11/12 at 4:59PM • 1 Response to a DQ due 11/14 at 4:59PM
Week 13: 11/16-11/22	<ul style="list-style-type: none"> • Communication Campaigns 	<ul style="list-style-type: none"> • Read Edberg, Ch. 11 • Read ^(q) Wakefield et al. (2010) • Post 2 Discussion Questions (DQ) due 11/19 at 4:59PM • 1 Response to a DQ due 11/21 at 4:59PM
Week 14: 11/23-11/29	<ul style="list-style-type: none"> • The Future of Health Behavior Change • Role of Social Determinants 	<ul style="list-style-type: none"> • Read Edberg, Ch. 15 • Read ^(r) Phelan et al. (2010) • NOTE: Due to the Thanksgiving holiday, your discussion questions are due at 4:59PM on 12/1. Your

		response to a classmate's DQ is due at 4:59PM on 12/3.
Week 15: 11/30-12/6	<ul style="list-style-type: none">• No Lessons/Lectures	<ul style="list-style-type: none">• TAKE EXAM (Material from Weeks 11-14). Exam 3 will open on 12/5 at 8AM and will close on 12/8 at 11:55PM.• Work on Prevention Paper
Week 16: 12/7-12/10	<ul style="list-style-type: none">• No Lessons/Lectures	<ul style="list-style-type: none">• PREVENTION PAPER due 12/10 at 11:55PM.

ASSIGNED READINGS LIST

- ^(a)Golden SD & Earp JL. (2012). Social Ecological Approaches to Individuals and Their Contexts: Twenty years of Health Education & Behavior Health Promotion Interventions. *Health Education Behavior*, 39 (3): 364-372.
- ^(b)Diez Roux, A & Mair, C (2010). Neighborhoods and health. *Annals of the New York Academy of Sciences*, 1186, 125-145.
- ^(c)Collins, JW et al. (2009). Women's lifelong exposure to neighborhood poverty and low birth weight: a population-based study. *Maternal and Child Health Journal*, 13, 326-333.
- ^(d)Valente, TW et al. (2009). Adolescent affiliations and adiposity: a social network analysis of friendships and obesity. *Journal of Adolescent Health*, 45, 202-204.
- ^(e)Dunne, EM et al. (2013). Impulsivity, expectancies, and evaluations of expected outcomes as predictors of alcohol use and related problems. *American Journal of Drug and Alcohol Abuse*, 39, 204-210.
- ^(f)Johnson SE, Wu CC, Coleman BN, Choiniere CJ. (2014). Self-reported Exposure to Tobacco Warning Labels among US Middle and High School Students. *Am J Prev Med*, 47 (2S1): S69-S75.
- ^(g)Diabetes Prevention Program Research Group. (2002). Reduction in the incidence of type 2 diabetes with lifestyle intervention or metformin. *The New England Journal of Medicine*, 346(6), 393-403.
- ^(h)Bullen, C., Howe, C., Laugesen, M., McRobbie, H., Parag, V., Williman, J., & Walker, N. (2013). Electronic cigarettes for smoking cessation: a randomised controlled trial. *The Lancet*, 382(9905), 1629-1637.
- ⁽ⁱ⁾Williams, J. I., Otto, S. J., Klijs, B., & Koning, H. J. (2014). Screening for type 2 diabetes in a high risk population: Effects of a negative screening test after 4 years follow-up. *Ann. Behav. Med.*, 47, 102-110. DOI 10.1007/s12160-013-9525-3
- ^(j)Vähäsarja, K., Kasila, K., Kettunen, T., Rintala, P., Salmela, S., & Poskiparta, M. (2014). 'I saw what the future direction would be...': Experiences of diabetes risk and physical activity after diabetes screening. *British journal of health psychology*. DOI:10.1111/bjhp.12088
- ^(k)Gregg, E. W. et al. (2012). Association of an intensive lifestyle intervention with remission of type 2 diabetes. *JAMA*, 308(23), 2489-2496.
- ^(l)Almagro, P., & Castro, A. (2013). Helping COPD patients change health behavior in order to improve their quality of life. *International journal of chronic obstructive pulmonary disease*, 8, 335.
- ^(m)Jackson, SL, et al. (2011). Impact of poor oral health on children's school attendance and performance. *American Journal of Public Health*, 101(10), 1900-1906.
- ⁽ⁿ⁾Brady, SS, et al. (2009). Supportive friendships moderate the association between stressful life events and sexual risk taking among African American adolescents. *Health Psychology*, 28, 238-248
- ^(o)Crosby R & Noar SM. (2011). What is a planning model? An introduction to PRECEDE-PROCEED. *Journal of Public Health Dentistry*, 71, S7-S15.
- ^(p)Stedman-Smith M, McGovern PM, Peden-McAlpine CJ, Kingery LR, Draeger KJ. (2012). Photovoice in the Red River Basin of the North: A Systematic Evaluation of a Community-Academic Partnership. *Health Promotion Practice*, 13 (5): 599-607.
- ^(q)Wakefield, M., Loken, B., & Hornik, R. (2010). Use of mass media campaigns to change health behavior. *The Lancet*, (376)9748, 1261-1271.
- ^(r)Phelan JC, Link BG, and Tehranifar P. (2010) Social Conditions as Fundamental Causes of Health Inequalities: Theory, Evidence, and Policy Implications. *Journal of Health and Social Behavior*, 51(S): S28-S40.