

## PHC 6937/8744- Theoretical Foundations of Public Health

Summer C Session  
Tuesday, Thursday 9:30 am-12:30 pm  
HPNP G307

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**Office Hours:** by appointment

**Course Description:** The purpose of this course is to provide the student with a comprehensive and in-depth review of the social and behavioral science theories used in public health. A critical analysis will be conducted of the major theories and the research that supports them. In addition to individual-level theories, attention will be directed toward systems and multi-level perspectives on health behavior. The course is designed to prepare public health students for satisfying MPH competencies in social and behavioral sciences.

**Course Objectives:** Upon successful completion of the course, students should be able to:

- 1) Articulate the utility of a theory-based approach to understanding health behavior and behavior change.
- 2) Know the relationships between how theories direct research, and how research influences practice, which in turn continues to influence theories.
- 3) Critically evaluate the utility of theory as a basis for effective public health practice.
- 4) Apply theories of health behavior change to design of interventions.
- 5) Describe the role of social and community factors in health issues.
- 6) Understand the benefits of addressing social and behavioral issues in health.
- 7) Describe the shortcomings of current social and behavioral approaches.
- 8) Describe what factors should be assessed to understand the utility of an intervention.

### Course Materials

#### Texts:

- 1) Hayden J. (2009) *Introduction to Health Behavior Theory*. Sudbury, MA: Jones and Bartlett.
- 2) Edberg M. (2007) *Essentials of Health Behavior: Social and Behavioral Theory in Public Health*. Sudbury, MA: Jones and Bartlett.

**Other readings:** Additional readings may be assigned as the semester progresses. You will be given a minimum of 1 week notice for any additional readings and all additional readings will be made available to you electronically.

## Components of the Course

- 1) **Weekly Readings:** Each week you will read chapters from the Hayden and Edberg textbooks (and sometimes additional readings) related to that week's topic or in class exercise. A list of the required textbook chapters and journal article readings appear in the course schedule. Assigned journal articles can be accessed through Sakai on the course page.
- 2) **Class time:** We will meet as a group each week during the regularly scheduled class time. The exact makeup of what we do in class each week will vary somewhat depending on the topic, but class will chiefly center on the topic presentations, discussions of the weekly readings and related topics, group and individual activities, etc.

### EXERCISES A, B, C & D

The purpose of these exercises is for you to learn how to apply health behavior theories to a health behavior problem. We will have a short lecture and then break into discussion groups of 4-5 people. **Prior to the course lecture, you need to do the assigned readings and prepare 1 discussion question about the journal article.**

*Write your name and discussion question on an index card and bring it to class on the day of the exercise. At the beginning of class the index cards will be collected and 5 questions will be selected to guide that day's in-class exercise. The in-class exercise will be for your group to discuss as many of the 5 selected questions as possible.*

The take-home portion of the exercise is to write a response to an assigned question. You will receive the discussion question for the written response before the end of class. Your response should reflect on the application of health behavior theory to public health practice. You may draw from the assigned reading, lecture materials, relevant classroom discussion, and personal experiences as relevant to the topic. Please use the following format for your written assignment: double-spaced pages (1 page minimum), using font size 11, and 0.5 (1/2) inch margins on all sides. Submit papers to Sakai course page using the Assignment feature (must submit as an attachment). **Papers are due by 6pm on the specified due date as listed in the course outline. Late assignments are not accepted.**

- 3) **Reaction Posts:** Prior to each class (**before 6pm the night before class**), you must submit a discussion post to the Sakai website. These are NOT a summary of the readings. This is a chance to think critically about the reading and write about that. This gives you practice for critical writing. (You may miss only ONE of these posts through the semester.) Late assignments are not accepted.
- 4) **Exams:** There will be two exams in the course. The exams will consist of a mix of multiple choice and short answer questions. The exams will not be cumulative.

*A note about make-up exams:* Make-up examinations are not normally given in this course. The **only** circumstances in which a makeup exam will be given are: 1) an official, University sponsored event requires you to be off campus during the exam; 2) a medical emergency prevents you from attending class; 3) a family emergency prevents you from attending class; 4) jury duty. Military service, a religious observance, or a similar obligation prevents you from attending class. If you miss an examination for any reason, you must contact me before the exam and you must provide written documentation of the event of emergency in order to schedule a make-up exam.

- 5) **Professionalism:** Students may lose points throughout the semester for unprofessional behavior. Unprofessional behavior includes, but is not limited to, texting during class, showing up late to class, being unprepared for class activities, distracting classmates, or using a computer when not authorized. Points will be deducted as the instructor sees fit. Professionalism constitutes 10 points of your total grade.

**Grading:** You can earn a total of 110 points over the course of the semester. Points will be appointed as follows:

Two Exams: 25 points each	50 points
Exercises A, B, C, &D: 10 points each	40 points
Reaction Posts:	10 points
Professionalism	10 points

**Translating Number of Points to Letter Grades**

A = $\geq 92$ points	C+ = 78 – 79.9 points
A- = 90 – 91.9 points	C = 72 – 77.9 points
B+ = 88 – 89.9 points	C- = 70 – 71.9 points
B = 82 – 87.9 points	D = 60 – 69.9 points
B- = 80 – 81.9 points	F = <60 points

Assignments are due at 6pm on the due date (unless otherwise noted). Late assignments are not accepted. Submit all assignments through Sakai Course website.

## Course Outline

- Tuesday, 5/10 #1** Introduction to course and Theoretical Approaches to Understanding Behavior and Behavior Change
- Reading: Chapter 1 (Hayden text)
- Assignment: ***Reaction Post for #2 lecture reading due by 6pm on Wednesday, May 11, 2011***
- Thursday, 5/12 #2** Behavior Change-Individual Level 1: Health Belief Model
- Reading: Chapter 4 (Hayden text)
- Cheng TL, Savageau JA, Bigelow C, et al. (1996) Assessing Mothers' Attitudes about the Physician's Role in Child Health Promotion. American Journal of Public Health, 86(12): 1809-1812.
- Assignment: ***Reaction Post for #3 lecture reading due by 6pm on Monday, May 16, 2011***
- Tuesday, 5/17 #3** Behavior Change-Individual Level 2: Theory of Reasoned Action and the Theory of Planned Behavior, Transtheoretical Model
- Reading: Chapter 3 and Chapter 6 (Hayden text)
- Assignment: ***Exercise A Discussion Question due in class on 5/19***
- Thursday, 5/19 #4** Interpersonal Health Behavior 1: Social Cognitive Theory
- Reading: Chapter 7 (Hayden text)
- Wolfers M, de Zwart O, and Kok G. (2011) The Systematic Development of ROsafe: An Intervention to Promote STI Testing Among Vocational School Students. Health Promotion Practice, March 29, 2011:1-10.
- Activity: In-Class Exercise A
- Assignment: ***Due by 6pm on Monday, May 23, 2011***  
***1) Exercise A Written Assignment and***  
***2) Reaction Post for #5 lecture reading***
- Tuesday, 5/24 #5** Interpersonal Health Behavior 2: Social Networks, Social Support, and Social Influence

Reading: Neblett RC, Davey-Rothwell M, Chander G, Latkin CA. (2011) Social Network Characteristics and HIV Sexual Risk Behavior among Urban African American Women. *Journal of Urban Health*, 88(1): 54-65.

Yragui NL, Mankowski ES, Perrin NA, Glass NE. (2011) Dimensions of Support Among Abused Women in the Workplace. *American Journal of Community Psychology*, 3/23/2011.

Lewis MA, McBride CM, Pollak KI, Puleo E, Butterfield RM, Emmons KM. (2006) Understanding health behavior change among couples: An interdependence and communal coping approach. *Social Science & Medicine*, 62:1369-1380.

Assignment: ***Exercise B Discussion Question due in class on 5/26***

**Thursday, 5/26 #6** Health Communication: Diffusion of Innovation

Reading: Chapter 8 (Hayden text)

Bertrand JT. (2004) Diffusion of Innovations and HIV/AIDS. *Journal of Health Communication*, 9:113-121.

Activity: In-Class Exercise B

Assignment: ***Due by 6pm on Monday, May 31, 2011***  
***1) Exercise B Written Assignment and***  
***2) Reaction Post for #7 lecture reading***

**Tuesday, 5/31 #7** Community and Group Models

Reading: Chapter 8 (Edberg text)

Wallerstein N and Duran B. (2010) Community-Based Participatory Research Contributions to Intervention Research: The Intersection of Science and Practice to Improve Health Equity. *American Journal of Public Health*, 100(S1):S40-S46.

**Thursday, 6/2 #8** **EXAM ONE**

Assignment: ***Reaction Post for #9 lecture reading due by 6pm***  
***on Monday June 6, 2011***

- Tuesday, 6/7 #9** Using Theory I: Social Marketing
- Reading: Chapter 10 (Edberg text)
- Parker S, Hunter T, Briley C, et al. (2011) Formative Assessment Using Social Marketing Principles to Identify Health and Nutrition Perspectives of Native American Women Living within the Chickasaw Nation Boundaries in Oklahoma. *Journal of Nutrition Education and Behavior*, 43(1):55-62.
- Assignment: ***Exercise C Discussion Question due in class on 6/9***
- Thursday, 6/9 #10** Using Theory II: Ecological Approaches
- Reading: Chapter 9 (Hayden text)
- Stokols D. (1996) Translating Social Ecological Theory into Guidelines for Community Health Promotion. *American Journal of Health Promotion*, 10(4):282-298.
- Activity: In-Class Exercise C
- Assignment: ***Due by 6pm on Monday, June 13, 2011***  
***1) Exercise C Written Assignment and***  
***2) Reaction Post for #11 lecture reading***
- Tuesday, 6/14 #11** Program Planning: Precede-Proceed Model
- Reading: Chapter 7 (Edberg text)
- Kratzke C, Garzon L, Lombard J, Karlowicz K. (2010) Training Community Health Workers: Factors that Influence Mammography Use. *Journal of Community Health*, 35:683-688.
- Assignment: ***Exercise D Discussion Question due in class on 6/16***
- Thursday, 6/16 #12** Culture, Diversity, and Health Disparities: Relevance to Theory
- Reading: Chapter 14 (Edberg text)
- Robinson RG. (2005) Community Development Model for Public Health Applications: Overview of a Model to Eliminate Population Disparities. *Health Promotion Practice*, 6(3): 338-346.
- Activity: In-Class Exercise D

Assignment: ***Due by 6pm on Monday, June 20, 2011***  
***1) Exercise D Written Assignment and***  
***2) Reaction Post for #13 lecture reading***

**Tuesday, 6/21 #13** Evaluation: RE-AIM Framework

Reading: Chapter 13 (Edberg text)

King DK, Glasgow RE, Leeman-Castillo B. (2010) Reaiming RE-AIM: Using the Model to Plan, Implement, and Evaluate the Effects of Environmental Change Approaches to Enhancing Population Health. American Journal of Public Health, 100(11):2076-2084.

Assignment: ***Reaction Post for #14 lecture reading due by 6pm on Wednesday, June 22, 2011***

**Thursday, 6/23 #14** Theory Selection

Reading: Chapter 10 (Hayden text)

Nigg CR, Allegrante JP, Ory M. (2002) Theory-comparison and multiple-behavior research: common themes advancing health behavior research. Health Education Research, 17(5):670-679.

Assignment: ***Reaction Post for #15 lecture reading due by 6pm on Monday, June 27, 2011***

**Tuesday, 6/28 #15** The Future of Health Behavior Change and Course Wrap-Up

Reading: Glasgow RE, Klesges LM, Dzewaltowski DA, et al. (2004) The Future of Health Behavior Change Research: What is Needed to Improve Translation of Research Into Health Promotion Practice? Annals of Behavioral Medicine, 27(1):3-12.

Wallerstein NB, Yen IH, Syme SL. (2011) Integration of Social Epidemiology and Community-Engaged Interventions to Improve Health Equity. American Journal of Public Health, 101(5):822-830.

**Thursday, 6/30 #16 EXAM TWO**

## **Course Policies**

### **Professionalism:**

During class, students are expected to conduct themselves in a professional manner. Specifically, students are expected to arrive to class on-time, turn off all computers and cell phones, and conduct themselves accordingly (e.g., no excessive talking during class, passing notes, reading newspapers, or distracting classmates).

### **Academic Integrity:**

Each student is bound by the academic honesty guidelines of the University of Florida and the Code of Student Conduct, printed in the *Student Guide* and published on the University web site. The Honor Code states: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.* Cheating, plagiarism, other academic dishonesty or conduct violations in any form is unacceptable and inexcusable behavior and can result in dismissal from the College and/or University.

### **Attendance:**

Missed classes will increase the burden of the course. Graduate students should attend every scheduled class unless they have another pressing professional responsibility or emergency. If you must miss a class, it will be your responsibility to obtain notes and materials from a student in the class.

### **Accommodations for Students with Disabilities:**

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://www.dso.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **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 Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: <http://www.counsel.ufl.edu/> or <http://www.health.ufl.edu/shcc/smhs/index.htm#urgent>

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](http://www.health.ufl.edu/shcc)

Crisis intervention is always available 24/7 from:  
Alachua County Crisis Center: (352) 264-6789.