

University of South Florida
College of Public Health
Online Learning

SOCIAL AND BEHAVIORAL SCIENCES APPLIED TO HEALTH
PHC 6410
Fall 2009

Future Changes: If any changes are made to the syllabus, an announcement will be posted **on the course website** <http://my.usf.edu>. It is the student's responsibility to check the course website for updates to the syllabus and/or the course. Please check the website at least twice per week.

Instructor: Jeannine Coreil, PhD

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- Post general questions on the *Course Question and Answer Center* on the Discussion Board.
- Personal questions should be relayed via the *internal message system on the course website* *ONLY*. Please do not use Dr. Coreil's personal email for course correspondence. Download/Print [instructions](#) on how to use the internal message system.

Teaching Assistant: Shahnjayla Connors, PhD

Contact: Send messages via internal message system on the course website.

Course Description: Social and Behavioral Sciences Applied to Health is a core course for all programs in the College of Public Health at the University of South Florida (USF). There are no specific pre-requisites for this course, although students with no previous experience with the social and behavioral sciences may find it difficult. This course is designed to familiarize students with the application of social and behavioral science perspectives to public health. The format is a survey of basic concepts, analytic frameworks, research methods, and intervention strategies that can be applied to current public health issues. Basic principles from psychology, sociology, anthropology and other social science disciplines are analyzed in relation to the causes, consequences and control measures for public health problems.

Course Objectives:

At the end of the course, the student will be able to:

1. Apply social and behavioral science theory and methods to analyze public health problems in terms of the factors that influence their development and alternative approaches to their resolution.
2. Recognize similarities and contrasts in the approaches taken by different social science disciplines in the study of health-related problems.
3. Assess the utility of interventions aimed at different system levels, including individual behavior, family systems, community organization, complex social systems, and the social and physical environment.
4. Identify practical implications of social science approaches to contemporary problems in one's own field of public health.
5. Identify and critically discuss the ethical implications of public health research and practice.

Instructional Methods: Multiple methods and media will be used to present the course content and facilitate student attainment of course objectives (see below). Lecture and reading materials will be posted no later than the Monday that begins the week of the assigned lecture.

1. You must view the prerecorded lectures. Open Blackboard>Click on *Lectures & Exams* button>click on the link to the weekly topic you wish to view;
2. Complete assignments and participate in online discussion forums.
3. Read assigned text and supplemental readings.

You cannot successfully participate in this course if you do not have regular (and easy) access to a computer and to the Internet.

WHO SHOULD I CONTACT AND HOW?

For questions related to the syllabus and course content, please post your questions on the *Course Question and Answer Center* on the Discussion Board. We expect that many of you will have similar questions, and the *Course Question and Answer Center* will provide a central location for you to find/request answers. Students are encouraged to respond to posts in the *Course Question and Answer Center*; Drs. Coreil or Connors will also answer questions on the *Course Question and Answer Center* and will confirm or correct any student responses.

For questions about personal matters related to the course (e.g., a specific grade, or other questions you would not want to share with the class, please use the internal message system (see [instructions](#)) to contact Dr. Connors, who will consult with Dr. Coreil and will refer questions to her as appropriate. Messages sent to Dr. C's USF email account may not be read, so please use the internal message system to ensure a response.

Students are encouraged to call or meet with us to discuss any topics that need clarification. Appointments can be scheduled by sending messages to Drs. Coreil or Connors via the [internal message system on the course website](#). Download/Print [instructions](#) on how to use the internal message system. Please let us know if you have any difficulties with the class. Suggestions for improving the course are always appreciated.

For questions related to using the technology related to the course, **contact Technical Assistance**. Students enrolled in online courses at the COPH will receive technical support from the COPH Office of Educational Technology and Assessment (ETA). Should you experience a technical problem (accessing course materials, audio/video, broken links, reset submission link for assignments) select the *Tech Assistance* button located on the bottom, left side of the course website menu in Blackboard. A new window will open to the ETA Technology Assistance webpage (<http://health.usf.edu/publichealth/eta/techsupport.html>).

On the ETA Technology Assistance webpage, select the link to the 'Technical Problem Report Form'. Complete and submit the form. You will receive a reply from our staff WITHIN 24 hours, 7 days a week!

During business hours (M-F 8:30am-5pm) you can select the 'Live Text Chat' or 1-888-USF-COPH (option #3) or 813/974-6666 instead.

HOW LONG WILL IT TAKE TO GET A RESPONSE TO MY QUESTIONS?

The course TA and Dr. Coreil will check the internal message system and Discussion Board questions regularly. However, because both the TA and Dr. Coreil have other responsibilities, many times it is not possible to respond to questions immediately. When you post questions between 6 am Sunday and 12 noon Friday, you can expect a response within 48 hours. When you post questions between 12 noon Friday and 6 am Sunday, you can expect a response by Monday at 5 pm.

When the TA or Dr. Coreil will be away from Blackboard for a longer period of time, they will let you know.

WHERE CAN I FIND COURSE MATERIAL?

Course Material

Material for each week will be posted no later than the Monday (first day) of that week. Weekly course material will be posted within the Lectures & Exams folder in Blackboard.

Textbook

Coreil, J., Ed. (2010). *Social and Behavioral Foundations of Public Health, 2nd Edition*. Thousand Oaks, CA: Sage Publications.

Purchasing the Text

The book is available for purchase at the USF Health Bookstore. Students can visit the bookstore to obtain the book and also have the option of having the book shipped to their home. Students may seek to purchase the book through another retailer if they would like.

Online Textbook Resources

The course textbook has a Companion Website accessible to students that provides additional resources, including chapter outlines, a glossary of key concepts, index of book content by ASPH competencies (see Preface), and other online and print resources. The website is found at <http://www.sagepub.com/coreil2e/>.

Other Reading Assignments

Additional readings will be PDF documents posted within the Lectures & Exams folder in Blackboard.

Lectures

Lectures can be accessed within the Lectures & Exams folder in Blackboard.

Lecture Handouts

PDF files with slides from each lecture will be posted within the Lectures & Exams folder in Blackboard.

HOW WILL STUDENTS INTERACT WITH OTHERS IN THIS COURSE?

Online Discussion Forums

Multiple discussion forums are available so everyone may voice their opinion and learn from one another. These discussions may take twists and turns as everyone shares their ideas and thoughts.

1. Virtual Coffeehouse (Not graded)

This forum is a place for students to share thoughts about the course, as well as other information not related to the course. This forum will not be consistently monitored by the instructor or TA.
2. Course Question and Answer Center (Not graded)

This is the central location for getting answers to course questions. Students should go here to look for answers to their questions about the syllabus, the readings, the lectures, the exams, etc. If students cannot find answers to their questions, they should create a new thread with their question. **The title of each new thread should be the question. That way, others will be able to easily identify each question topic.**
3. Group Discussion Center (Graded; see pages 10-11 for more information)
 - a. Drs. Coreil and Connors will assign groups of students to participate in discussion boards together and to complete group projects. During the first week of class, groups will be assigned based on a person's academic discipline (e.g., epidemiology, biostatistics, etc) and public health experience. When possible, each group will represent a diversity of disciplines and experience. Between 4 and 7 people will be assigned to a group. Groups will remain the same throughout the semester. There will be no changes to groups, even when problems arise between group members, so you must figure out how to work with the members in your group.

There will be multiple graded group assignments that use the Group Discussion Center, including 4 Post Question and Response assignments.

- b. You may use this forum for discussions related to the Group Assignment (i.e., Theory Group Project).
- c. You may also use this space to discuss freely with your group about other course content.

Rules and Information about Online Discussion Forums.

1. Please be respectful of viewpoints that differ from your own. Healthy dialogue is encouraged, but ranting and raving is not necessary. Personal attacks are not acceptable.
2. It is recommended that you subscribe to online discussion forums. To subscribe, click on a forum (e.g., Virtual Coffeehouse). Next, click on the *subscribe* button on the gray toolbar. Subscribing will ensure that an email will be sent to you when a new post is made. The body of the post will be included in this email. The subscription emails will be sent to your USF email associated with Blackboard.

Illuminate Live!

This course is designed to provide numerous opportunities for students to interact with the instructor and TA, as well as with other students. In addition to the Discussion Forums and Wikis, this course will make use of a technology called Illuminate Live! Dr. Coreil will host four Illuminate Live sessions throughout the semester. During those optional sessions, students who are local may wish to come to the USF College of Public Health, Room 2006. Students can also choose to participate online at the scheduled time; this will allow them to ask real-time questions by using an instant-message type of technology through Illuminate. Students who are unable to participate online *at the time of the live session* can view a recording of the Illuminate session, which will be made available to students within 24 hours of the live session.

Computer Requirements (Hardware & Software) to join the Illuminate sessions:

1. DSL/Cable internet connection (we cannot guarantee dial-up connections)
2. Have audio capabilities on your computer: sound card with speakers
3. Sun's Java Web Start (Download at: <http://www.illuminate.com/support/softwaredownload.jsp>)

To Join the Virtual Sessions:

- Step 1: View Participant [Orientation](#) and [Quick Reference Guide](#) for Illuminate Live!
- Step 2: Make sure your speakers and microphone (if you have a microphone) are plugged in and working!
- Step 3: Visit the [Illuminate Live! First Time User](#) webpage to run the Java software check
- Step 4: Visit the [Illuminate Live! Configuration Room](#) to test your connection and configure your audio
- Step 5: 15 minutes before the session click on the appropriate link to join the virtual help session.
(the links are located in the **Illuminate Sessions** folder)

WHAT IS THE INSTRUCTOR EXPECTING OF ME?General Course Expectations

1. Students are expected to view all prerecorded lectures.
2. Students are expected to read/ view all course materials. When students encounter something they don't understand (e.g., a word for which they don't know the definition) they are expected to look it up/ seek additional information/ understanding (in the example, look it up).
3. Students are expected to submit all written assignments.
4. Students are expected to interact with fellow students via the online discussions.
5. Students are expected to log onto the course website at least twice per week to read announcements. Announcements will be made to alert students to important information related to the course, including any changes in policies or expectations.
6. Students are responsible for checking the Blackboard messaging system at least twice per week so that the instructor has a way to contact them if problems arise.
7. Any student with a disability is encouraged to meet with – either in person or virtually - the instructor privately during the first week of class to discuss accommodations. Each student must bring a current memorandum of accommodations from the Office of Student Disability Services and give the instructor two weeks notice before exams. All course documents are available in alternative format if requested. For more information: <http://www.asasd.usf.edu/index.htm>.
8. Any student who anticipates the need of missing any exams due to the observation of a major religious observance should provide notice of the date(s) to the instructor, in writing, by the second-class meeting. For more information: <http://sa.usf.edu/handbook/policies/ReligiousPracticesPolicy.htm>.
9. Disruption of the academic process is intolerable and contrary to university policy: http://catalog.grad.usf.edu/currentpdf/USF_Graduate_Catalog_2005_2006_section6.pdf. It may result in a mandatory, fee-liable drop of the disruptive elements, suspension or dismissal from the university.

GRADING

Student grades will be based on completion of the following. More information about each grading component is on the forthcoming pages.

ASSIGNMENTS

- 6 points **Test Message, Biosketch, and Student Information Survey.** Respond to the test message in Blackboard (2 points) that will be sent to you by the Teaching Assistant during the first week of class. Complete your Biosketch (2 points) and the Survey (2 points).
- 20 points **Four Group Discussion Board Question and Response**, each worth 5 points (3 points for question and 2 points for response).
- 15 points **One Group Assignment – Theory Wiki**
- 15 points One individual **Written Essay Assignment**, choice of topics (see instructions below).
- 4 points **Course Evaluations** (Midterm and Final; each worth 2 points) are critical for the continued improvement of the course.

QUIZ and EXAMS

- 5 points **Syllabus Quiz** will cover course policies, assignments, assignment due dates, and plagiarism definitions and consequences.
- 50 points **Two Objective Multiple Choice Exams**, each worth 25 points. The format of the objective exams will be multiple-choice. Material presented in the lectures, videos, and readings are covered on the exams.
- 35 points **One Final CUMMULATIVE, Objective Multiple Choice Exam.** Students are responsible for knowing all material from the course. This exam will focus on content from weeks 11-14 especially, but may include information from any course materials.

150 Points
Total

Scoring Code		
Points	Percent	Letter Grade
150-134.5	100-90%	A
134.4-119.5	80-89%	B
119.4-104.5	70-79%	C
104.4-89.5	60-69%	D
<89.5	<60%	F

ASSIGNMENTS

Test Message, Biosketch, and Student Information Survey (6 points).**Purpose:**

- Identify potential internal message system problems during the first week of the semester.
- Students become acquainted with the internal message system.
- Students “meet” one another online.
- Students provide instructor with critical information that will be used to assemble student groups.

Procedures:*Test Message*

1. During the first week of class, a test message will be sent out to all students welcoming you to the class. Go to Blackboard and click on the *Message* button to retrieve it.
2. You must respond to the message in order for us to be assured that we are able to communicate with you.
3. Respond simply by replying back acknowledging that you received the “test message.” Please be sure to sign your name in your reply so you can receive proper credit. We may not be able to recognize who you are just from your message. ALWAYS sign your name at the end of your Blackboard messages to us.

Biosketch

4. Go to Blackboard and click on “Course Discussion” then click on “BIOSKETCH” and click on “Add New Thread.” The new thread should be titled “Biosketch, Jane Doe” (replace “Jane Doe” with your name. The post should include the following information:
 - a. who you are
 - b. where you live
 - c. whether you are a full time student
 - d. whether or not you also have a job (and describe what you do)
 - e. why you are taking this course, in this format
 - f. whether or not this is your first web-based course
 - g. If you have taken web-based courses previously, what you have liked or disliked about your previous online course(s)

Student Information Survey

5. Go to Blackboard and click on the *Assignments* button. Click the link for *Student Information Survey* and then answer the questions.

Grading: 6 points = 2 points for test message + 2 points for biosketch + 2 points for Student Information Survey.

NOTE: Completing this assignment will demonstrate that you “attended” the online course this week, and thus will meet the university requirement for attendance at the first class. If you do not complete this assignment by the deadline, you may be dropped from the class.

Students who register for the class after the test message has been sent (read through the course announcements) should contact the TA immediately through the internal message system, and post the Biosketch and complete the survey ASAP.

Group Assignment. The group assignment will utilize the Wiki function in Blackboard. What is a Wiki? Most of you have used or seen Wikipedia, which is a website that allows people all over the world to add and edit content. In this class, only people within an assigned group and the instructor and TA will have access to your group's Wiki and be able to add and edit content. Those of you who have not used the Blackboard Wiki may need to take some time to explore the Blackboard Wiki function to understand how it works. Note that there is a question mark at the top right-hand side of the page when you are in the Wiki. If you click on that question board you will reach the "help" materials.

Working in groups can be difficult. To help facilitate productive group processes, guidelines and advice will be posted in Blackboard. Click on the *Group Help Center* button for more information.

Grading: The Theory Wiki is worth 15 points towards the total grade)

1. **Group Scores** will be assigned based on the extent to which the Wiki meets the grading criteria.
2. **Individual Scores** will be computed by averaging the peer assessment points assigned by each group member (see below).
3. **Individual Assignment Grades** will be computed by averaging the Group and Individual Scores (1 & 2 above)

The instructor reserves the right to adjust a student's grades if the points assigned by team members are not well justified or vary considerably (i.e., a person gets 5 points from one group member, and 15 points each from all other group members).

For example, suppose Sam's Group Score was 8.5. He then receives 7 points from Jessica, 10 points from Howard, 8 points from Darryl, 7 points from Maria, and 9 points from himself. When we average the points assigned, we see that his Individual Score is 8.2. When we average 8.5 and 8.2, we get Sam's Individual Assignment Grade of 8.35.

Peer assessments

Students will assess the group work of their peers and themselves. Peer assessments are due 24 hours after the due date for the group Wiki. Detailed instructions for completing the peer assessments will be posted in Blackboard.

A grading rubric for peer assessments will be posted in Blackboard under the *Group Help Center* button no later than the date on which each group wiki project is scheduled to begin. Students who wish to excel in this project should read the grading rubric closely and complete the assignment in accordance with the behavior that corresponds with the greatest number of assigned points.

Theory Group Project (15 points).

Purpose: To help students think critically about the similarities and differences of theories of health behavior. To have students engage with their classmates during the process of learning about theory.

Student responsibilities.

A. Students should work together with their fellow group members to create a Wiki comparing and contrasting two theories of health behavior. The two theories of focus will vary by group, and will be assigned by the instructor by October 20th. To access your Wiki, go to the Assignments folder in Blackboard. Each Wiki should include the following:

1. A brief review of each theory, including a description of the concepts associated with each theory and how the concepts are thought to interact. It may be helpful to include a graphical depiction of each theory (5 points).
2. What are the similarities between the two theories? (3 points)
3. What are the differences between the two theories? (3 points)
4. In what situations would the first theory be better to use than the second? In what situations would the second theory be better to use than the first? Provide a rationale for each. (4 points)
5. Note: you may refer to outside materials for the completion of this assignment. It may be helpful to read journal articles that use the theories or material that you find from credible online sources so that you can better understand the theories and when they may be most useful or appropriate. All content from outside the class should be given a proper citation using APA citation style. Here is a link to an APA style guide: <http://owl.english.purdue.edu/owl/resource/560/01/> . Your assignment will be deducted 2 points if you do not use citations to indicate your sources.

B. Peer Assessments must be completed within 24 hours of the due date for the group Wiki.

Instructor Responsibilities.

1. The instructor will post the theory assignments in each group's Wiki home page **no later than Sep. 28th.**
2. Group projects are complicated to grade, therefore, it may take up to two weeks from the Due Date for the instructor to post the grades.
3. If students would like to discuss their grades further, they should send a Blackboard message to Dr. Coreil or call her on the telephone.

Group Discussion Board Question and Response (20 points total).

Purpose: This assignment will provide a structure for students to share their questions and thoughts about the assigned readings with their classmates.

Procedures:

Assignment to Groups. First, Drs. Coreil and Connors will assign groups of students to participate in discussion boards together and to complete the group project. During the first week of class, groups will be assigned based on a person's academic discipline (e.g., epidemiology, biostatistics, etc) and public health experience. When possible, each group will represent a diversity of disciplines and experience. Between 4 and 6 people will be assigned to a group.

Student Responsibilities. On weeks when a Question and Response is assigned, students are expected to do the following:

1. **By Thursday at 8 pm, post a question to your assigned Discussion Group based on the reading assigned for that week (3 possible points).** The question should be a specific but open-ended question designed to facilitate discussion about the readings. Questions will be given 3 points if appropriate and 0 points if inappropriate. In order to be deemed an "appropriate question, it must be coherent—meaning that it should be easy to understand.
 - a. **Appropriate question examples:**
 - i. "The text discusses the history of foraging groups. Do you think our society would struggle with obesity if we were a foraging society?"
(This will get people thinking about how lifestyle affects disease.)

This is also a fine place to pose questions to which you do not have a clear answer. If you are confused about something, your question can help you get clarification. For example, answers to the next two questions could help you to better understand what you read.

 - ii. "The text presents the Social Ecology of Health Model as well as the Causal Continuum. What is the advantage of thinking about causes of health problems using these frameworks? Why do we need frameworks to guide our thinking?"
(This will help people to think about the value of frameworks for public health.)
 - iii. "The Health Belief Model and the Theory of Reasoned Action seem very similar. What do you think are the important differences?"
(This will help people contrast the two theories, and thus develop a better understanding of each one.)
 - iv. "Diffusion of Innovation sounds like a fine concept, but how could it be useful to public health?"
(This will help people understand the relevance of this theory to actual public health work.)
 - b. **Inappropriate question examples:**
 - i. "Name the three levels of prevention."
(This is not appropriate because it is a close-ended question; i.e., there is a fixed answer. This will not stimulate discussion.)
 - ii. "Does anyone think this stuff is interesting?"
(This question may stimulate discussion, but most of you wouldn't raise your hand and ask this in a classroom. Plus, answers to this question may not help you to learn more about the material.)

2. **By Sunday at 12 midnight, post a response to a question posed by another person in your group (2 possible points).** You need only post one response, but it should be thoughtful, clearly written, respond to the question that was posed, add to the understanding of the concept, and have some substance. A good response will typically be 2-3 sentences or more and introduce at least one new way of thinking about the question or problem. Please try to respond to a question that has no responses. Then, if you want to post a response to another question you may do that, as well. Responses will be given 2 points if they are considered "appropriate" (see below) and 0 points if deemed "inappropriate."
 - a. **Appropriate response examples:**
 - i. "An advantage to using frameworks is that they help to organize our thoughts about the causes of health problems. For example, the Social Ecology of Health Model helps us to consider the many levels of influence that affect health. It may be tempting to think simply that overeating causes obesity. However, there are many different factors that contribute to the problem of obesity, including limited access to healthy foods, cultural value placed on unhealthy foods, and the use of food for emotional comfort."
 - ii. "I think the biggest difference between the Health Belief Model and the Theory of Reasoned Action is

that the Theory of Reasoned Action acknowledges the role of intentions, while the Health Belief Model doesn't consider intentions at all. Like the Health Belief Model, the Theory of Reasoned Action captures information about perceived threat and perceived risk and benefits through its attention on attitudes and beliefs."

b. Inappropriate response examples:

- i. "Dr. Coreil said that theories and frameworks are critical to the social and behavioral sciences, so that's why we have to know about these frameworks."

(There isn't any substance here and it doesn't help to increase understanding)

- ii. "There are probably many ways in which Diffusion of Innovation could be used in public health."

(This would be a fine start to a response, but isn't sufficient by itself. An appropriate response would go on to identify some ways in which it could be used. This is a place to share your ideas!)

*Note that "responses" that do not pertain to the question they are supposedly answering will be deemed "inappropriate."

Instructor Responsibilities. Question and Response sequences will be graded within two weeks of the Response Due Date. In most cases, questions and responses will be graded within one week. Grades will be posted in the Blackboard Gradebook. If students would like to discuss their grades further, they should send a Blackboard message to Dr. Coreil or call her on the telephone.

Written Essay Assignment (15 points)

Each student will complete one written essay on a topic of their choice. Students must select either Option A (Topical Essay) or Option B (Organizational Culture Essay) for their written assignment. Essay papers will be uploaded through the Assignments tool on Blackboard. Prior to uploading this assignment, each student is responsible for submitting the paper to the Safe Assignment checking function on Blackboard to detect any plagiarism.

Format

The paper must be double-spaced with one-inch margins and 12 pt. font. The style should follow APA guidelines. Documentation on the APA guidelines are available in the USF Library & Bookstore and at: <http://www.apastyle.org/stylehelper/> or <http://owl.english.purdue.edu/owl/resource/560/01/>. Please note that in the text of your paper, citations should be in the format of (author, date), and that references should be in alphabetical order.

The length of the paper should be no less than 5 and no more than 7 pages, excluding title page, abstract and references. One point will be deducted for each page below or above the page guidelines.

Optional Resources

Students may consult the textbook Companion Website for print and online resource suggestions in preparing to write the essay. Resources are listed in two places, in the individual chapter resources, and under general resources for the entire book. The Companion Website is found at <http://www.sagepub.com/coreil2e/>.

Option A: Topical Essay**Purpose**

This assignment is designed to give students practice in using social and behavioral science concepts and perspectives in the analysis of public health problems.

Topic

There are two main criteria for selecting a topic: public health significance and relevance for social and behavioral sciences. For example, appropriate topics might include the social ecology of developmental disabilities, or psychosocial risk factors for diabetes. Inappropriate topics include those focused on clinical management of health problems and those focused on epidemiologic rates. The paper should not just report a lot of statistics about prevalence, mortality, etc. The topic should logically relate to one of the session topics covered in the course. The essay should address a broad range of cultural, social and psychological factors related to the topic. The paper should take a critical perspective in terms of the adequacy of current knowledge and previous research, areas in which greater understanding is needed, assessment of past attempts to deal with the problem (if applicable), and your views on what seems to be the most promising lines of research or intervention and why.

Organization

The paper should include the following sections:

1. Title page (title of paper, your name, course number and title)
2. Abstract (50-100 words, 5 key words)
2. Introduction (underline *topic statement*)
2. Literature review (*Critical* review of literature, organized into categories)
3. Problem analysis (Main content of paper, your *analysis* of the issues)
4. Discussion and conclusions
6. References cited (approx. 10)

Be sure and include a clear, concise statement of the topic and purpose of your paper in the introductory paragraph. State what the paper will cover.

Grading

Papers will be assigned scores based on the following criteria.

1. Originality and/or significance of topic
 - clearly states the topic in the introduction
 - has appropriate social/behavioral focus (not primarily clinical or epidemiologic)
 - papers cannot focus on the social epidemiology of a problem
2. Thoroughness of review of relevant issues
 - review is thorough and covers important topical areas
 - sources include library materials, not just internet sources
 - critically reviews literature, doesn't just paraphrase
 - includes social science sources, not just medical or epidemiology journals
 - organizes lit review into categories synthetically (not source by source)
3. Insight, creativity, analysis of problem
 - student incorporates original comments about the problem, state of research, suggestions for future work, etc.
 - student makes analytic statements and not just paraphrases others' work
4. Integration of perspectives from course
 - student uses concepts from the course in the paper
 - student incorporates text or lecture content in paper
5. Organization of paper
 - Paper is logically and meaningfully organized into sections
 - Paper states clearly what will be covered, does this, then has discussion/conclusion, with appropriate transitions between sections
6. Quality of writing
 - writing is clear and scholarly
 - writing is at a graduate student level
 - uses grammar, spelling, punctuation appropriately
 - uses technical terminology appropriately and defines terms where needed

Option B: Organizational Culture Essay

Purpose

This assignment is designed to give students practice in applying concepts of organizational culture to a health-related work setting.

Procedure

1. Read Chapter 8 from the textbook, "Comparative Health Cultures," and the excerpt from Albrecht and Bach (1997) on "Viewing organizations as cultures" in the supplementary reading packet (Unit 7 Readings).
2. Take careful notes from the lecture "Comparative Health Cultures" (Unit 7), particularly the section addressing organizational culture.
3. Pick **ONE** of the following settings to address in your essay:
 - Hospitals (public or private)
 - Health departments (state or local)
 - Government agencies (federal, state, local)
 - For-profit health care organizations
 - Private charitable organizations
 - Educational institutions (universities, schools)
4. Write a 5-7 page essay according to the following directions:

Using the seven indicators of organizational culture described in Albrecht and Bach (relevant constructs, facts, practices, vocabulary, metaphors, stories and rites and rituals), as well as organizational culture concepts from the text (e.g. value

priorities, implicit assumptions) write a 5-page essay responding to the two questions identified in Albrecht and Bach:

1. Which of these cultural factors exist in an organization in which you are a currently a member or have been a member in the past?
2. What examples can you provide from your own organizational experiences?

Describe 3-5 key components of the organizational culture of your selected community. For example, you might write that you think that hospital culture is strongly influenced by the value placed on “efficiency” and give an anecdote from personal experience to support your point. For each component, your description should: (1) specify the cultural factor (name it); (2) provide an example (anecdote) of that factor or value from your own experience in the setting you selected; and (3) give an explanation of how the cultural component you specified affects the operation of the organization.

Grading

Essays will be graded according to the appropriate application of the organizational culture concepts used, the relevance of the example used to illustrate the cultural component (does it reflect the concept), and the meaningfulness of the explanation for how the component might affect the operation of the organization.

Ref: Albrecht, T. L. & Bach, B. W. (1997). “The interpretive perspective: Viewing organizations as cultures,” pp. 47-50, *Communication in Complex Organizations*. Fort Worth, TX: Harcourt Brace.

Course Evaluations (4 points total; 2 points each).

Students are expected to be active participants in the class. Part of that participation involves providing anonymous feedback to the instructor regarding the course experience. Students will be asked to provide feedback on many elements of the course throughout the semester. However, there will be two times during the course when students will get course credit for completing evaluations. The first will be the week of October 19th, and the other will be the week of November 30th. Students will receive 2 points for completing each required evaluation. More information about these required course evaluations will be posted on Blackboard.

QUIZ and EXAMS**QUIZ: One Syllabus Quiz (5 points).**

Purpose: This quiz is designed to ensure that students understand the content of the syllabus, course policies and procedures, as well as course and university policies and definitions regarding plagiarism and cheating. To prepare for this quiz, students should thoroughly read the syllabus and view the plagiarism tutorial (page 18).

EXAMS: Two Exams (25 points each) and One CUMULATIVE FINAL Exam (35 points).

Purpose: These exams are designed to assess students' knowledge of key concepts from the course and to assess students' ability to apply course concepts to realistic public health scenarios. This course and the exams should prepare MPH students for the college-wide comprehensive exam that you must take and pass to graduate. Also, the exams will help to prepare you for the nation-wide certification exam in public health, which you may wish to take in the future. Both the college-wide and the nation-wide exams consist of multiple-choice questions; the exams for this course are designed to be similar to those exams. Although students often dislike cumulative exams, I have included the cumulative final because I believe it will help ensure that students who pass this course have adequate knowledge of the Social and Behavioral Sciences in Public Health to pass the related portions of the college-wide and nation-wide exams.

Format: The format of the objective exams will be multiple-choice. Material presented in the lectures, videos, and readings are covered on the exams.

Time Limits and Students' Responsibilities:

1. During exam weeks, exams will be open from 12 noon on Thursday to 12 noon on Saturday.
2. Students must take each exam within the allotted dates and times. Please arrange your schedule to accommodate the exams.
3. The exams will have a time limit (time limits will vary, but a typical time limit is 60 consecutive minutes), so carefully read the instructions at the beginning of each exam to know how much time you have to complete the exam.
 - a. **One point will be deducted for each minute that you go over the allotted time.** Although Blackboard will not cut you off, it keeps record of the amount of time you have taken.
 - b. Keeping track of your exam time is YOUR responsibility. Time yourself – no excuses will be accepted. The Blackboard internal clock is what is used to time the exams. Start taking the exam as soon as it is made available to you. You may need the entire allotted time to take the exam. The clock begins when you open the exam and does not stop if you log off or lose your connection.
 - c. Because of the strict time limit, if you have any technical problems with the exam, you must contact technical support immediately. During business hours call: 888-USF-COPH (option #3) or (813) 394-5861. If it is after business hours (M-F 8:30am-5pm), you must select the *Tech Assistance* button located on the bottom, left side of the course website menu in Blackboard. A new window will open to the ETA Technology Assistance webpage (<http://health.usf.edu/publichealth/eta/techsupport.html>). On the ETA Technology Assistance webpage, select the link to the 'Technical Problem Report Form'. Complete and submit the form. You will receive a reply from our staff WITHIN 24 hours, 7 days a week!
 - d. Because you are free to take the exams at any computer you wish and without supervision, you will be able to refer to course materials while taking the exam. However, you should not expect that you will have time to look up exam answers. The amount of time allotted is based on the assumption that you are able to answer each question within one minute. Therefore, students are expected to study for each exam in advance of the exam time period.
 - e. Students are not permitted to retrieve information from online in order to answer exam questions. Any attempt to copy or download test questions for sharing with other students is an act of cheating and will be penalized.
 - f. Students should alert Dr. Coreil to any problems they experience with the exams, including content-related problems. If students find an exam question unfair, they should post their concern on the *Course Question and Answer Center*.
4. There will be **NO MAKE-UP EXAMS** unless there is an emergency beyond the student's control such as injury, death in the family, etc. **Proof of emergency must be submitted for a make-up exam to be given.** Although the exams provide a sufficient window of time that they should not completely conflict with religious holidays, students who anticipate being absent from an exam due to the observation of a major religious observance should provide notice of the date(s) to the instructor, **in writing, no later than the second week of class.** Students who sometimes travel for work should alert their employers to the exam dates at the beginning of the semester. Traveling for work is not an acceptable excuse for missing an exam.

5. **Students are responsible for keeping track of exam dates and times. Students who miss an exam due to exam date/time confusion or “forgetting” will receive a zero on the exam. NO EXCEPTIONS.**

Instructor Responsibilities.

1. The instructor will post the exams by the announced start date and time.
2. Exams will be automatically scored by the computer unless the time limit is exceeded. Within one week of the Exam Start Date, the instructor will grade exams for which the time limit was exceeded. Individual grades will be posted in the Blackboard Gradebook. If students would like to discuss their grade, they should contact Dr.Coreil.
3. Students will be able to see their incorrect items only after the exam is closed to all students.

OTHER COURSE POLICIES**LATE ASSIGNMENTS**

Late assignments will not be graded and will instead receive a grade of zero. The instructor is not responsible for technology failures related to your own equipment or for your lack of proper planning. Anticipate that some problems will arise, and plan to complete the assignment early to avoid missing the deadline. You will receive NO CREDIT FOR LATE ASSIGNMENTS.

STUDENT CONDUCT AND ACADEMIC DISHONESTY

Plagiarism is defined as 'literary theft' and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own segments or the total of another person's work.

You **MUST** view this tutorial on plagiarism:

http://www.c21te.usf.edu/compendium/plagiarism/pdfs/plagiarism_tutorial_content.pdf

Cheating is defined as follows:

- (a) the unauthorized granting or receiving of aid during the prescribed period of a course-graded exercise: students may not consult orally or otherwise with any other student taking the same test;
- (b) asking another person to take an examination in his/her place;
- (c) taking an examination for or in place of another student;
- (d) stealing visual concepts, such as drawings, sketches, diagrams, musical programs and scores, graphs, maps, etc., and presenting them as one's own;
- (e) stealing, borrowing, buying, or disseminating tests, answer keys or other examination material except as officially authorized, research papers, creative papers, speeches, etc.
- (f) Stealing or copying of computer programs and presenting them as one's own. Such stealing includes the use of another student's program, as obtained from the magnetic media or interactive terminals or from cards, print-out paper, etc.

Punishment for such academic dishonesties will depend on the seriousness of the offense and may include receipt of an 'F' or 'O' grade on the subject paper, lab report, etc., an 'FF' in the course, suspension or expulsion from the University. The University drop policies and forgiveness policies shall be suspended for a student accused of plagiarism or cheating or both.

Information on academic dishonesty may be accessed at <http://www.grad.usf.edu/catalog.asp>

This course requires you to submit your paper to a plagiarism detection site that will be identified by your instructor. In order to comply with federal (FERPA) and state privacy laws, you (students) are not required to include personal identifying information such as your name, SSN, and/or U# in the body of the work (text) or use such information in the file naming convention prior to submitting. Please follow carefully your instructor's instructions regarding what identifying information to include. Your submission will be placed in the course grade center in your account that can be accessed by the instructor and attributed to you.

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

OUTLINE OF COURSE TOPICS

Unit I – Foundations

- 1 – Introduction to the Course and Overview
- 2 – Historical and Ethical Perspectives on Public Health
- 3 – Social Epidemiology /Reproductive Health
- 4 – Behavioral and Social Science Theory/Health and Illness Behavior
- 5 – Unit I Exam

Dates

- Aug. 24-31
- Aug. 31-Sept. 6
- Sept. 7-13
- Sept. 14-20
- Sept. 21-27

Unit II – Context and Programs

- 6 – Social Environment/Social Reactions to Disease
- 7 – Comparative Health Cultures/Health Disparities, Diversity and Cultural Competence
- 8 – Planning and Evaluating Public Health Programs
- 9– Community-Based Intervention/Social Marketing
- 10– Policy and Advocacy/Environmental Health
- 11 – Unit II Exam

- Sept. 28-Oct. 4
- Oct. 5-11
- Oct. 12-18
- Oct. 19-25
- Oct. 26-Nov. 1
- Nov. 2-8

Unit III – Special Populations, Issues and Challenges

- 12 - Special Populations Through the Life Cycle
- 13 – Violence and Injury
- 14 – Mental Health and Workplace Health Promotion
- 15 – Future Directions
- 16 – Final Exam

- Nov. 9-15
- Nov. 16-22
- Nov. 23-29
- Nov. 30-Dec. 6
- Dec. 7-12

WEEKLY TOPICS, READINGS, EXAMS, and DUE DATES

**Course Schedule may change at the discretion of the instructor. You will be notified of any changes via a Blackboard Announcement.

Topic	Readings	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1. Welcome to the Course; Introduction to the Social and Behavioral Sciences in Public Health	Chapter 1, Textbook; Leischow et al., 2008; Brownson, Fielding & Maylahn, 2009.	Aug. 24	25	26 <i>Intro to Course Elluminate Session 6-8:00 pm COPH Room 2006</i>	27 Test Message, Biosketch, and Survey Due at 11 pm	28	29	30
2. Historical and Ethical Perspectives on Public Health	Chapter 2, Textbook; Bayer & Fairchild, 2004; Marshall, 2003	31	Sept. 1	2	3 Syllabus QUIZ begins 12 noon	4	5 QUIZ ends 12 noon	6
3. Social Epidemiology/ Reproductive Health	Chapters 3 & 10, Textbook.	7	8	9	10	11	12	13
4. Behavioral and Social Science Theory/Health and Illness Behavior	Chapters 4 & 5, Textbook	14	15	16	17 Post reading question in Discussion Groups by 8 pm	18 <i>Exam I Review Sheet Posted</i>	19	20 Post response to Discussion Group by 12 midnight tonight
5. Unit I Exam		21 <i>Illuminate Review Session 7-8:30 pm COPH Room 2006</i>	22	23	24 Exam 1 begins 12 noon (Covers content from weeks 1-4)	25	26 Exam 1 ends 12 noon	27
6. Social Environment/Social Reactions to Disease	Chapters 6 & 7, Textbook	28 Begin Theory Group Project	29	30	Oct. 1	2	3	4
7. Comparative Health Cultures/Health Disparities, Diversity and Cultural Competence	Chapters 8 & 9, Textbook	5	6	7	8 Post reading question in Discussion Groups by	9	10	11 Post response to Discussion Group by

					8 pm			12 midnight tonight
8. Planning and Evaluating Public Health Programs	Chapter 13, Textbook; CDC, 1999.	12	13	14	15	16	17	18
9. Community Based Approaches & Social Marketing	Text, Chapters 14 & 15	19 Mid-term Evaluations Open 12 noon	20	21	22 Theory Group Project Due at 11 pm	23 Theory Peer Assessments Due at 11 pm	24	25 Mid-term Evaluations Close 12 Midnight
10. Policy and Advocacy/Environmental Health	Chapter 16, Textbook; Bruelle & Pellow, 2006.	26	27	28	29 Post reading question in Discussion Groups by 8 pm	30 <i>Exam 2 Review Sheet Posted</i>	31	Nov. 1 Post response to Discussion Group by 12 midnight tonight
11. Unit II Exam		2 <i>Illuminate Review Session 7-8:30 pm CPH Room 2006</i>	3	4	5 Exam II begins 12 noon (Covers content from weeks 6-10)	6	7 Exam II ends 12 noon	8
12. Special populations through the life cycle	Chapters 17, 11, 12, Textbook.	9	10	11	12 Post reading question in Discussion Groups by 8 pm	13	14	15 Post response to Discussion Group by 12 midnight tonight
13. Violence & Injury	Chapters 19-20, Textbook	16	17	18	19	20 Written essay due by 11pm	21	22
14. Mental Health & Workplace Health Promotion	Chapters 18, 21,	23	24	25	26	27	28	29

15. Future Directions	Afterword, Textbook; WHO, 2008.	30 <i>Exam 3 Review Sheet Posted</i> Final Evaluations Open 12 noon	Dec. 1	2	3	4	5	6 Final Evaluations Close 12 Midnight
16. FINAL EXAM		7 <i>Illuminate Review Session 7-8:30 pm COPH Room 2006</i>	8	9	10 Exam III (Cumulative FINAL) begins 12 noon	11	12 Exam III ends 12 noon	13

Reading Assignments

1 – Introduction to the Course and Overview (Aug. 24-31)

Chapter 1 – Why Study Social and Behavioral Factors in Public Health?

Leischow, S. J., Best, A., Trochim, W. M., Clark, P. I., Gallagher, R. S., Marcus, S. E. & Matthews, E. (2008). Systems thinking to improve the public's health. *American Journal of Preventive Medicine, 35*(2S), S196-S203.

Brownson, R. C., Fielding, J. E. & Maylahn, C. M. (2009). Evidence-based public health: A fundamental concept for public health practice. *Annual Review of Public Health, 30*, 175-201.

2 – Historical and Ethical Perspectives on Public Health (Aug. 31-Sept. 6)

Chapter 2 – Historical Perspectives on Population and Disease

Bayer, R. & Fairchild, A. L. (2004). The genesis of public health ethics. *Bioethics 18* (6), 473-492.

Marshall, P.A. (2003). Public health research and practice in international settings: Special ethical considerations. *Module 3, ASPH Model Curriculum in Ethics and Public Health*, accessed August 14, 2009 at <http://www.asph.org/UserFiles/Module3.pdf>.

3 – Social Epidemiology /Reproductive Health (Sept. 7-13)

Chapter 3 - Social Epidemiology

Chapter 10 - Reproductive Health

4 – Behavioral and Social Science Theory/Health and Illness Behavior (Sept. 14-18)

Chapter 4 - Behavioral and Social Science Theory

Chapter 5 - Health and Illness Behavior

5 – Unit I Exam (Sept. 21-27)

UNIT II – CONTEXT AND PROGRAMS

6 – Social Environment/Social Reactions to Disease (Sept. 28-Oct. 4)

Chapter 6 - The Social Environment and Health

Chapter 7 - Social Reactions to Disease

7 – Comparative Health Cultures/Health Disparities, Diversity and Cultural Competence (Oct. 5-11)

Chapter 8 - Comparative Health Cultures

Chapter 9 - Health Disparities, Diversity, and Cultural Competence

Albrecht, T. L. & Bach, B. W. (1997). The interpretive perspective: Viewing organizations as cultures. In T. L. Albrecht & B. W. Bach, *Communication in Complex Organizations* (pp. 47-50). Fort Worth: Harcourt Brace.

8 – Planning and Evaluating Public Health Programs (Oct. 12-18)

Chapter 13 - Planning Health Promotion & Disease Prevention Programs

Centers for Disease Control and Prevention (1999). Framework for program evaluation in public health. *MMWR 48*(No. RR11). Accessible at: <ftp://ftp.cdc.gov/pub/Publications/mmwr/rr/rr4811.pdf>

9– Community-Based Intervention/Social Marketing (Oct. 19-25)

Chapter 14 - Community-Based Approaches to Health Promotion

Chapter 15 - Social Marketing in Public Health

10 – Policy and Advocacy/Environmental Health (Oct. 26-Nov. 1)

Chapter 16 - Approaches to Policy and Advocacy

Brulle, R.J. & Pellow, D.N. (2006) Environmental justice: Human health and environmental inequalities. *Annual Review of Public Health, 27*, 103-24.

11 - Unit II Exam (Nov. 2-8)

UNIT III – SPECIAL POPULATIONS, ISSUES AND CHALLENGES

12- Special Populations (Nov. 9-15)

Chapter 17 - Childhood Overweight & Obesity

Chapter 11 – Adolescent Health

Chapter 12 – Public Health and Aging

13 – Violence and Injury (Nov. 16-22)

Chapter 19 - Prevention of Unintentional Injuries

Chapter 20 - Violence and Public Health

14– Mental Health and Workplace Health Promotion (Nov. 23-29)

Chapter 18 - Mental Health and Illness

Chapter 21 - Occupational Health

15 – Future Directions (Nov. 30-Dec. 6)

Afterword: New Directions

WHO Commission on the Social Determinants of Health (2008). *Closing the gap in a generation: Health equity through action on the social determinants of health*. Final Report of the Commission on Social Determinants of Health. Geneva: World Health Organization.

16 – Final Exam (Dec. 7-12)