

*University of South Florida
College of Public Health
Online Learning*

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. Please check the website at least twice per week.

SOCIAL AND BEHAVIORAL SCIENCES APPLIED TO HEALTH

PHC 6410

Fall 2008

Instructor: Stephanie L. Marhefka, PhD

Office Hours: By appointment

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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. Marhefka's personal email for course correspondence.
 - Download/Print [instructions](#) on how to use the internal message system.

Teaching Assistant: Heather Blunt, MPH

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. View an instructional video (The Deadly Deception);
4. 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.

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 Heather Blunt (TA), who will consult with Dr. Marhefka and will refer questions to her as appropriate.

Students are encouraged to call or meet with us to discuss any topics that need clarification. Appointments can be scheduled by sending messages to Dr. Marhefka or Heather Blunt 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?

Heather Blunt (TA) and Dr. Marhefka will check the internal message system and Discussion Board questions regularly. However, because both Heather and Dr. Marhefka 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 Heather Blunt or Dr. Marhefka will be away from Blackboard for a longer period of time, they will let you know.

*Please note that the instructors will be away from Blackboard between November 21, 2008 and November 30, 2008. During that time, the course website will be available, but neither Heather Blunt nor Dr. Marhefka will be available for course correspondence. The lecture for that week will be available on 11/17 (one week early) to allow time for students to have their questions answered before this break from the course. It is **strongly recommended that you plan for this break and address any course questions to Heather Blunt or Dr. Marhefka before November 20th.**

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. The lecture for the week of November 24th will be posted by 11/17. Weekly course material will be posted within the Lectures & Exams folder in Blackboard.

Textbook

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

The text is still in press, meaning that the publisher's copy of the book is not yet available. Thus, you must purchase a photocopy of the book at the COPH copy center. For information, please call Tom Ross (813) 974- 6668 or stop by the COPH copy center on the 2nd floor in the COPH building. The book will cost \$57.77 for in-state (due to tax) and \$54.45 for out-of-state students. It may take up to 7 days to receive the book, so please order ASAP.

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.

Videos

Any videos that you are required to view can be found within the Lectures & Exams folder in Blackboard.

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.

Online Discussion Forums

Purpose: Since this course is online, we are going to have multiple discussion forums, 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
 - a. Dr. Marhefka and Heather Blunt 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 6 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.
 - b. There will be multiple graded Group assignments that use the Group Discussion Center, including the following:
 - i. Post Question and Response (4 assignments throughout the course)
 - ii. Post Evidence-Based Public Health Practice Report (one assignment throughout the course).
 - c. You may use this forum for discussions related to the Group Assignments (i.e., Ethics Group Project and Theory Group Project).
 - d. 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.

Test Message and Biosketch (5 points).

Purpose: This assignment is to identify potential internal message system problems during the first week of the semester. As we will not have face-to-face contact with students, it is important that we are able to communicate with you through the internal message system on the course website.

Procedures:

1. During the first week of class, a test message will be sent out to all students welcoming you to the class.
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 e-mail message. ALWAYS sign your name at the end of your Blackboard messages to us.**
4. **After you respond to the test message**, go to Blackboard and click on “Course Discussion” then click on “BIOSKETCH” and click on “Add New Thread” then Write a paragraph about:
 - a. who you are,
 - b. where you live,
 - c. what department you are in,
 - d. whether you are a full time student,
 - e. are you also a full time employee?
 - f. Why are you taking this course, in this format?
 - g. Is this your first web-based course?

Grading: 5 points = 2 points for test message + 3 points for biosketch.

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.

Motivational Interviewing Module Assignment (5 points).

Purpose: This assignment is designed to help COPH students to learn about the use of motivational interviewing, an intrapersonal level behavior change approach that builds upon the Transtheoretical Model.

Procedures:

Student Responsibilities

1. Go to the website: www.TobaccoCME.com/ahec. Select the **Florida AHEC Students LINK**.
2. You will need to register by clicking the “**Register Now**” tab at the top of the page. Once you register, you will be able log on in the future, with the username and password that you create.
3. After completing a one-time short survey, you can start the Motivational Interviewing Module by clicking on the module link. You will be directed to a pre-test and then to the module.
4. After completing the module, write a brief review of your experience with the module. One point will be given for meeting each of the following criteria:
 - a. Review should be between ½ page and 1 page, 12 point font, single-spaced.
 - b. Discuss: What were three things that you learned in the module? If you can’t remember, go back and review the module again.
 - c. Discuss: How do you think this information will or will not be useful to you in the future?
 - d. Discuss: What did you like about the module? Try to find something positive, but if you can’t, state that you didn’t like anything.
 - e. Discuss: What do you think should be changed or improved about the module? If you think nothing should be changed, say that.
5. Post the assignment using the Assignments button in Blackboard no later than the due date. The instructor is not responsible for technology failures related to your own equipment. Anticipate that some problems will arise, and plan to complete the assignment early to avoid missing the deadline. **Late assignments will not be accepted.**

Instructor Responsibilities

Assignments will be graded within one week of the due date (i.e., by November 7). Grades will be posted in the Blackboard Gradebook. In the comments section, students will learn for which of the criteria listed above (see 4a-4e) they did or did not receive credit.

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

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

Procedures:

Assignment to Groups. First, Dr. Marhefka and Heather Blunt 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 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 assigned reading.** The question should be an open-ended question designed to facilitate discussion about the readings. Questions will be given 3 points if appropriate and 0 points if inappropriate.
 - 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. **Post a response to a question posed by another person in your group.** On weeks when a Question and Response is assigned, responses are due by Sunday evening at 12 midnight. You need only post one response, but it should be thoughtful, 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 post a response 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. Marhefka 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!)

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. Marhefka or call her on the telephone.

Evidence-Based Public Health (EBPH) Report Post on Discussion Board (5 points).

Purpose: This assignment is designed to familiarize students with examples of evidence-based public health and help them to engage with other students regarding course content.

Procedures:

Student Responsibilities:

1. Go to the following web page: <http://naccho.org/topics/modelpractices/database/index.cfm>
2. From the list, choose a topic of interest to you (e.g., Access to Care, Advocacy and Policymaking, etc)
3. Choose a model practice from the list (model practices will have an * after the name of the program)
4. Read the information provided about the model practice.
5. Prepare a brief report on the model practice. The report should meet the following criteria, and if posted by the Due Date and time, will be given points for meeting each criterion:
 - a. List your name (1 point).
 - b. Briefly reviews the program in your own words. [Copying material directly from the website is plagiarism and is not acceptable. Students who plagiarize will receive a grade of 0 on the assignment as well as other consequences according to College and University policies.] A review will be no more than one paragraph (about 3-4 sentences; 2 points).
 - c. What evidence is provided of the program's success? If none is stated, that should be stated in your report (1 point).
 - d. Based on the information you received through the Model Practice Database (website listed above), including any additional material provided (links to more information, including a program website), what is your opinion of this "model practice?" (1 point).
6. Post the report on your Group Discussion Board by 8 pm on the Due Date. Post the text directly onto the Group Discussion Board. Please do not post an attachment .
7. Responses to reports are not required by group members, but are welcome..

Instructor Responsibilities. The EBPH reports will be graded within two weeks of the Due Date. 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. Marhefka or call her on the telephone.

Group Assignments. Both group assignments 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.

Ethics Group Project (10 points).

Purpose: To help students learn to evaluate ethical issues in public health. To have students engage with their classmates about ethical issues.

Student responsibilities.

A. Students should work together with their fellow group members to create a Wiki about a case scenario presented to them by their instructor. You will access your group Wiki through the Assignments button in Blackboard. Each Wiki should accomplish each of the following (points listed here refer to points for the group grade):

1. Identify the ethical problem(s) in the scenario (1 point).
2. Determine the factual information available to the decision-makers (1 point).
3. Identify the "stakeholders" in the decision (1 point).
4. Identify the values at stake in the decision (1 point).
5. Identify the possible consequences of each decision that could be made (1 point).
6. Identify the public health ethical principles that should be considered as the decision is made (1 point).
7. Develop a step-by-step action plan for what your group will do to reach a decision about your scenario, assuming that your group members are the decision-makers in the scenario (4 points). Ethical issues rarely have clear answers, so your group members may disagree about the solution to your scenario. You may decide that you need to get input from others—if so, your Wiki should include a plan for getting input (from whom? How?). You will need a plan for what to do if your group members disagree. In real life, people disagree about these things, but still decisions must be made. How will that happen? Note that your task is not to make a decision, but to determine the steps you will take to reach a decision.
8. Note: you may refer to outside materials for the completion of this assignment, but all content from outside should be given a proper citation based on using an official citation style (e.g., APA, MLA, etc). Here is a link to an APA style guide: <http://owl.english.purdue.edu/owl/resource/560/01/> . Your assignment will be deducted one point if you do not use citations to indicate your sources.

B. In addition to the Wiki, each student should submit a document (no more than one page, single-spaced, 12-point font) that outlines the number of points (out of 10 total) that should be awarded to each member of the group for this assignment, including him/her self. This document should include at least one sentence of rationale for the point assignment for every member of the group, including the author of the document. The rationale should note how each group member did or did not participate. These Point Assignment documents should be submitted in the Assignments folder in Blackboard. Point Assignment documents are **due at the same time as the project is due. Late Point Assignment documents will lead to deductions in individual project grades.**

Instructor Responsibilities.

1. The instructor will post the ethical scenarios in each group's Wiki home page **no later than September 8.**
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.
 - a. A group grade will be posted using the comments function of the Wiki.
 - b. Individual grades will then be assigned based on the group grade as well as the individual group members' assessments. No individual will get a higher grade than the overall group grade.
 - c. Individual grades will be posted in the Blackboard Gradebook.
 - d. If students would like to discuss their grades further, they should send a Blackboard message to Dr. Marhefka or call her on the telephone.

Theory Group Project (10 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 (4 points).
2. What are the similarities between the two theories? (2 points)
3. What are the differences between the two theories? (2 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? (2 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 based on using an official citation style (e.g., APA, MLA, etc). Here is a link to an APA style guide: <http://owl.english.purdue.edu/owl/resource/560/01/> . Your assignment will be deducted one point if you do not use citations to indicate your sources.

B. In addition to the Wiki, each student should submit a document (no more than one page, single-spaced, 12-point font) that outlines the number of points (out of 10 total) that should be awarded to each member of the group for this assignment, including him/her self. This document should include at least one sentence of rationale for the point assignment for every member of the group, including the author of the document. The rationale should note how each group member did or did not participate. These Point Assignment documents should be submitted in the Assignments folder in Blackboard. Point Assignment documents are **due at the same time as the project is due. Late Point Assignment documents will lead to deductions in individual project grades.**

Instructor Responsibilities.

1. The instructor will post the assigned theories in each group's Wiki home page **no later than October 20.**
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.
 - a. A group grade will be posted using the comments function of the Wiki.
 - b. Individual grades will then be assigned based on the group grade as well as the individual group members' assessments. No individual will get a higher grade than the overall group grade.
 - c. Individual grades will be posted in the Blackboard Gradebook.
 - d. If students would like to discuss their grades further, they should send a Blackboard message to Dr. Marhefka or call her on the telephone.

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 should alert Dr. Marhefka 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 the necessity of 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.**

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. Marhefka.
3. Students will be able to see their incorrect items only after the exam is closed to all students.

Other Course Information

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 posts.**

OPPORTUNITIES TO INTERACT WITH THE INSTRUCTOR AND TA THROUGH ELLUMINATE 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 Elluminate Live! Dr. Marhefka will host four Elluminate 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 Elluminate. Students who are unable to participate online *at the time of the live session* can view a recording of the Elluminate session, which will be made available to students within 24 hours of the live session.

Computer Requirements (Hardware & Software) to join the Elluminate 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 Elluminate Live!
- Step 2: Make sure your speakers and microphone (if you have a microphone) are plugged in and working!
- Step 3: Visit the [Elluminate Live! First Time User](#) webpage to run the Java software check
- Step 4: Visit the [Elluminate 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 **Joining the Virtual Sessions** folder)
- Step 6: Type your first and last name in the 'username' field.

***A password for the session will be provided via Blackboard announcements.

COURSE EVALUATIONS

There will be an online evaluation from the University distributed towards the end of the course, which can be accessed from OASIS. In addition, we may be asking for your feedback on the course, materials, delivery methods, technology and research skills and technology related issues you encounter during the course. **It is very important that you take the time to complete the course evaluations**, as we depend on your feedback to know how we are doing. If we are doing well, then your feedback will help us to know that the course is working for you. If we need to improve the course, your feedback will help us know how we can make it better.

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 are **strongly encouraged to 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://catalog.grad.usf.edu/currentpdf/USF_Grad_Catalog_2007_2008.pdf

GRADING

Student attainment of course objectives will be based on completion of:

ASSIGNMENTS

- 5 points **Test Message and Biosketch.** 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, and complete your Biosketch (3 points).

- 5 points **Motivational Interviewing Module Assignment.** View the module at www.TobaccoCME.com and then complete this assignment.

- 5 points **Evidence-Based Public Health Report Post on Discussion Board.**

- 20 points **Four Group Discussion Board Question and Response,** each worth 5 points (3 points for question and 2 points for response).

- 20 points **Two Group Assignments,** each worth 10 points.

EXAMS

- 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.

140 Points
Total

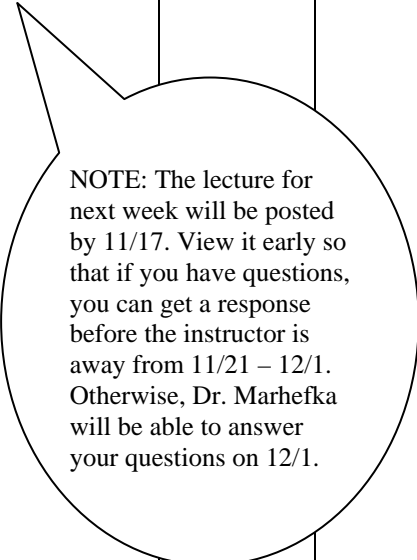
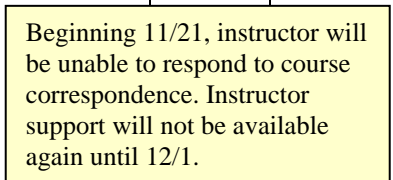
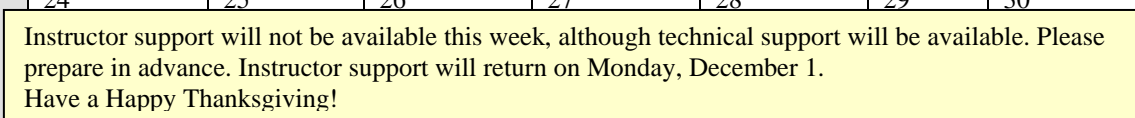
| Scoring Code | | |
|---------------------|----------------|---------------------|
| Points | Percent | Letter Grade |
| 140-126 | 100-90% | A |
| 125-112 | 80-89% | B |
| 111-98 | 70-79% | C |
| 97-84 | 60-69% | D |
| <84 | <60% | F |

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 | Text, Intro and Chapter 1 ; National Cancer Institute, 2005, pages 2-12, | Aug 25 <i>Intro to Course Elluminate Session, 7-8:30 pm COPH Room 2006</i> | 26 | 27 | 28 Test Message and Biosketch Due at 11 pm | 29 | 30 | 31 |
| 2. History and Mission of Public Health, Ethics and Public Health | (Bayer, 2003; Turnock, 2004) | Sept 1 | 2 | 3 | 4 Post reading question in Discussion Groups by 8 pm | 5 | 6 | 7 Post response to Discussion Group by 12 midnight tonight |
| 3. Intro to Social Epidemiology and the Social Environment and Health | Text, Chapters 3 & 6 | 8 Begin Ethics Group Project | 9 | 10 | 11 | 12 | 13 | 14 |
| 4. Social Determinants: Poverty, Material Resources, and Neighborhoods | (Cohen, Farley, & Mason, 2003; Marmot, 2005; Phelan & Link, 2005) | 15 | 16 | 17 | 18 | 19 Ethics Group Project Due at 11 pm | 20 | 21 |
| 5. Social Determinants: Race and Ethnicity | Text, Chapter 9 (Chow, Jaffee, & Snowden, 2003; Gamble, 1997; Goodman, 2000; van Ryn & Fu, 2003) | 22 | 23 | 24 | 25 Post reading question in Discussion Groups by 8 pm | 26 <i>Review Sheet Posted</i> | 27 | 28 Post response to Discussion Group by 12 midnight tonight |

| Topic | Readings | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|---|--|---|------|-------|--|--|--------------------------------------|---|
| 6. Social Determinants: Gender and Power | (Garcia-Moreno, Heise, Jansen, Ellsberg, & Watts, 2005; Williams, 2003) | 29 | 30 | Oct 1 | 2 <i>Illuminate Review Session 7-8:30 pm CPH Room 2006</i> Post reading question in Discussion Groups by 8 pm | 3 | 4 | 5 Post response to Discussion Group by 12 midnight tonight |
| 7. Community Theories, Culture, and Illness Behavior | Text, Chapters 5 & 7 | 6 | 7 | 8 | 9 Exam 1 begins 12 noon (Covers content from weeks 1-6) | 10 | 11 Exam 1 ends 12 noon | 12 |
| 8. Organizational Level Theories and Factors | Text, Chapters 8 & 21 (National Cancer Institute, 2005, pp. 27-29) | 13 | 14 | 15 | 16 Post reading question in Discussion Groups by 8 pm | 17 | 18 | 19 Post response to Discussion Group by 12 midnight tonight |
| 9. Interpersonal Level Theories; Intrapersonal Level Theories | Text, Chapter 4 (Crawford et al., 2004) (National Cancer Institute, 2005, pp. 12-21) | 20 Begin Theory Group Project | 21 | 22 | 23 | 24 | 25 | 26 |
| 10. Intrapersonal Level Theories 2 | (Fisher & Fisher, 1992) and View Motivational Interviewing (MI) Module | 27 | 28 | 29 | 30 | 31 Motivational Interviewing Assignment Due by 12 midnight <i>Review Sheet Posted</i> | Nov 1 | 2 |

| Topic | Readings | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|--|---|--|--|--|---|--|-----------------------------------|-----|
| 11. Program Planning and Evaluation | Text, Chapter 13 | 3 | 4 | 5 <i>Elluminate Review Session 7-8:30 pm COPH Room 2006</i> | 6 | 7 Theory Group Project Due at 11 pm | 8 | 9 |
| 12. Community Based Approaches & Social Marketing | Text, Chapters 14 & 15 | 10 | 11 | 12 | 13 Exam II begins 12 noon (Covers content from weeks 7-10) | 14 | 15 Exam II ends 12 noon | 16 |
| 13. Evidence-Based Public Health (EBPH) Approaches | (Brownson, Baker, Leet, & Gillespie, 2003) Review the following tutorial: http://www.sph.umich.edu/mi-info/10-ebph/index.html Additional readings (To Be Determined) | 17 | 18 | 19 | 20 Post EBPH report in Discussion Groups by 8 pm | 21 <i>Review Sheet Posted</i> | 22 | 23 |
| | |  <p>NOTE: The lecture for next week will be posted by 11/17. View it early so that if you have questions, you can get a response before the instructor is away from 11/21 – 12/1. Otherwise, Dr. Marhefka will be able to answer your questions on 12/1.</p> | | | | | | |
| | |  <p>Beginning 11/21, instructor will be unable to respond to course correspondence. Instructor support will not be available again until 12/1.</p> | | | | | | |
| 14. Putting it All Together: Case Studies | Text, Chapter 18 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| | |  <p>Instructor support will not be available this week, although technical support will be available. Please prepare in advance. Instructor support will return on Monday, December 1. Have a Happy Thanksgiving!</p> | | | | | | |
| FINAL EXAM | | Dec 1 | 2 <i>Elluminate Review Session 7-8:30 pm COPH Room 2006</i> | 3 | 4 Exam III (Cumulative FINAL) begins 12 noon | 5 | 6 Exam III ends 12 noon | 7 |

Reading List

- Bayer, R. (2003). Module 6: Ethics of health promotion and disease prevention. In B. Jennings, J. Kahn, A. Mastroianni & L. S. Parker (Eds.), *Ethics in Public Health: Model Curriculum*: Association of Schools of Public Health.
- Brownson, R. C., Baker, E. A., Leet, T. L., & Gillespie, K. N. (2003). The need for Evidence-Based Public Health. In *Evidence-Based Public Health* (pp. 3-23). New York: Oxford University Press.
- Chow, J. C. C., Jaffee, K., & Snowden, L. (2003). Racial/Ethnic Disparities in the Use of Mental Health Services in Poverty Areas. *American Journal of Public Health, 93*(5), 792-797.
- Cohen, D. A., Farley, T. A., & Mason, K. (2003). Why is poverty unhealthy? Social and physical mediators. *Social Science and Medicine, 57*(9), 1631-1641.
- Crawford, P. B., Gosliner, W., Strobe, P., Samuels, S. E., Burnett, C., Craypo, L., et al. (2004). Walking the talk: Fit WIC wellness programs improve self-efficacy in pediatric obesity prevention counseling. *American Journal of Public Health, 94*(9), 1480-1485.
- Fisher, J. D., & Fisher, W. A. (1992). Changing AIDS-risk behavior. *Psychological Bulletin, 111*, 455-474.
- Gamble, V. N. (1997). Under the shadow of Tuskegee: African Americans and health care. *American Journal of Public Health, 87*(11), 1773-1778.
- Garcia-Moreno, C., Heise, L., Jansen, H., Ellsberg, M., & Watts, C. (2005). Public Health: Violence Against Women. *Science, 310*(5752), 1282-1283.
- Goodman, A. H. (2000). Why genes don't count (for racial differences in health). *American Journal of Public Health, 90*(11), 1699-1702.
- Marmot, M. (2005). Social determinants of health inequalities. *Lancet, 365*, 1099-1104.
- National Cancer Institute. (2005). *Theory at a Glance: A Guide for Health Promotion Practice (2nd Edition)*. Retrieved July 31, 2008, from <http://www.nci.nih.gov/PDF/481f5d53-63df-41bc-bfaf-5aa48ee1da4d/TAAG3.pdf>.
- Phelan, J. C., & Link, B. G. (2005). Controlling disease and preventing disparities: A fundamental cause perspective. *Journals of Gerontology: Series B, 60 B*, 27-33.
- Turnock, B. J. (2004). Chapter 1: What is public health? In *Public Health: What it is and How it Works, 3rd edition*. (pp. 1-28). Gaithersburg, MD: Aspen.
- van Ryn, M., & Fu, S. S. (2003). Paved with good intentions: do public health and human service providers contribute to racial/ethnic disparities in health? *American Journal of Public Health, 93*(2), 248-255.
- Williams, D. R. (2003). The Health of Men: Structured Inequalities and Opportunities. *American Journal of Public Health, 93*(5), 724-731.