



**PBHL 5344 Social and Behavioral Aspects of Community Health**

**Credit Hours: 3**

**Semester:** Fall

**Year:** 2024

**Class Day/Time:**

**Class Location:** Online

Modules open on Sundays at 8 am and close one-week later Monday at 11:59am

**All times are CST.**

<b>Instructors of Record:</b>	Kimberly Elliott, PhD Associate Professor	Jessica Escareno, PhD, MPH Assistant Professor
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<b>Office Hours</b>	By Appointment	By Appointment
<b>Prerequisite:</b> None		<b>Co-requisite:</b> None

**Student Learning Outcomes:**

1. Discuss the advantages of using social and behavioral theories in health promotion practice.
2. Apply basic theories, concepts and models of behavior change in development and implementation of health programs designed to improve community health.
3. Identify steps and procedures of planning and evaluating social-behavioral interventions and policies.
4. Apply ethical principles to program planning, implementation, evaluation.
5. Identify multiple targets and levels of intervention for social and behavioral science programs and/or policies (individual, family, network, organizational, community, policy, physical environment, and culture).

**MPH Generalist Program Competencies:**

The student learning outcomes listed above address the following CEPH &/or MPH program competencies, which are highlighted in **BOLD**.

CEPH Competencies
<i>Evidence-based Approaches to Public Health</i>
<ol style="list-style-type: none"> <li>1. Apply epidemiological methods to settings and situations in public health practice.</li> <li>2. Select quantitative and qualitative data collection methods appropriate for a given public health context.</li> <li>3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate.</li> <li>4. Interpret results of data analysis for public health research, policy, or practice.</li> </ol>



## *Public Health and Health Care Systems*

5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings.
6. **Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels.**

## *Planning & Management to Promote Health*

7. **Assess population needs, assets, and capacities that affect communities' health.**
8. **Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs.**
9. **Design a population-based policy, program, project, or intervention.**
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.

## *Policy in Public Health*

12. Discuss the policy-making process, including the roles of ethics and evidence.
13. **Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.**
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations .
15. Evaluate policies for their impact on public health and health equity

## *Leadership*

16. Apply leadership and/or management principles to address a relevant issue.
17. Apply negotiation and mediation skills to address organizational or community challenges.

## *Communication*

18. **Select communication strategies for different audiences and sectors.**
19. **Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.**
20. **Describe the importance of cultural competence in communicating public health content.**

## *Interprofessional and/or Intersectoral Practice*

21. **Integrate perspectives from other sectors and/or professions to promote and advance population health.**

## *Systems Thinking*

22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative.



## UT Tyler MPH Program Competencies

1. Utilize community assessment and analysis tools to address factors that contribute to disparities in rural populations.
2. Develop a risk assessment and management plan relevant to PH programs and services.
3. Develop strategies for obtaining resources for PH programs, projects, and services.
4. Evaluate major environmental laws and their effects on environmental factors in health.
5. Examine occupation as a social determinant of health

### Required Textbook(s):

Karen Glanz, Barbara K. Rimer and K. Viswanath. 2015. *Health Behavior: Theory, Research, and Practice*. 5<sup>th</sup> Ed.

Wiley: E-Book ISBN: 978-1-118-62900-0, Hardcover ISBN: 978-1-118-62898-0

The required textbook is available online. You may acquire the book via the internet through sources such as Majors Scientific Books or Amazon.com at discounted rates and it may be available for rent on Amazon. Any required supplemental readings will be posted on Canvas. Extensive reference materials are available at the Watson Wise Library at UT Health Science Center at Tyler.

### Instructional Methods

#### *Readings*

You are expected to complete all weekly assigned readings. Beyond the assigned readings students will be required to use various sources of information (e.g., print and online books, newspapers, peer-reviewed journal articles, relevant professional organization's websites, government websites and legal documents) in order to address the topics covered each week. This will provide you with a broader context of the concepts and principles presented in the course and allows for more meaningful dialogue in the online discussions. Please share your findings with the class and use them as references in your submitted assignments which include discussion board postings, presentations and research papers.

#### *Module PowerPoint Slides*

PowerPoint slides will be provided to provide guidance on the material that students should pay closer attention to.

#### *Multi-media Resources*

Videos, podcasts and websites will be assigned for review in order to provide the most current and relevant sources of information from the field.

### Course Assessment / Methods of Evaluation

**Readings:** Textbook reading assignments are indicated in the course schedule. Additional assignments specific to each lecture will be posted as needed. Make sure to follow instructions for assignment completion posted within each module. You are responsible for any additional materials provided, so please check Canvas regularly.



**Quizzes:** Quizzes will be given out throughout the course based on assigned readings and materials covered in each module. There will be two attempts for each quiz and the highest score will go towards your final grade. The quizzes will be worth 15% of your final grade. There will be a total of 6 quizzes. **Quizzes are due by Monday nights at 11:59pm**

**Video Discussion:** Students will be assigned to groups. Each group will meet and record their responses to the discussion question(s). Groups will submit their videos to the assigned Dropbox. **Groups will also post their video to a Discussion Board** for feedback from the rest of their classmates.

- Video post submissions are due by **Monday nights at 11:59pm** during the week assigned.
- A Video Discussion Post response to the instructors' question is **not more than 12 minutes in length**. Each group member must make a substantive contribution to the video. The videos will be graded, and a grading rubric will be provided in Canvas. Please read it carefully.

**Synchronous Sessions:** There will be a total of **4 synchronous sessions** that will be held via Zoom. Meetings will be on Thursday evening from 6 to 8 pm CST. The instructors will provide questions or activities for deeper discussion. Attendance and participation are required, and points will be designated for this activity.

**Mid-Term Exam:** One mid-term exam will be administered on-line using ProctorU. Exam format will be closed book and closed notes. Dates will be announced in the course module. The mid-term exam will be worth 25% of the final grade. The exam may be any combination of true/false and multiple-choice questions.

### **Final Project: Presentation and Writing Assignment.**

A presentation and writing assignment, worth 30% of the total grade, will also be required. The goal of the final paper is to identify and examine the effectiveness of behavioral/social intervention.

Students will:

- Select a public health problem of their choice.
- Identify behavioral/social theories/frameworks that have been applied to interventions designed to address the problem.
- Conduct a systematic search of the literature (limit search to the last 10 years) and appraise the evidence by critically analyzing the application of the theories to change the health outcome.
- Write a paper that summarizes the research evidence. Critically appraise the evidence and make recommendations for future research.
- Questions to cover in your paper include: How well has/ve the theory/ies been applied to the health issue? In your opinion which theory is more appropriately implemented? What was the efficacy/effectiveness of the interventions? The final paper (to submit for grade) should not be more than 15 pages, double spaced without references. Additional information and the grading rubric will be provided.
- Give an oral presentation (including PowerPoint slides appropriately formatted and sourced) on their final project. Details of the presentation, including the length and format of the presentation will be provided by the instructors.



Competencies	Assignment	Assessment/Evaluation Method
<b>CEPH Foundational Competency(ies)</b>		
<p>6. Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels.</p>	<p>Video: Bill Davenhall: Your health depends on where you live</p> <p>Article: Social ecological approaches to individuals and their contexts: twenty years of health education &amp; behavior health promotion interventions.</p> <p>Podcast: Partnering with Black Churches</p>	<p>Video Discussion exercise to address lessons learned from the assignments. A rubric will be used.</p> <p>Quiz to assess knowledge of concepts</p>
<p>7. Assess population needs, assets and capacities that affect communities' health.</p>	<p>Podcast: How Bodies Weather Social Stress</p> <p>Article: WEDworks: Enhancing participatory drug research and prevention with resources of the Roma community. Effective Community-Based Intervention Model and Practice Recommendations.</p>	<p>Video Discussion exercise to address lessons learned from the assignments. A rubric will be used.</p> <p>Quiz to assess knowledge of concepts</p>
<p>8. Apply awareness of cultural values and practices to the design or implementation of public health programs.</p>	<p>Article: Exploring the acceptance of COVID-19 vaccine among healthcare workers and general population using health belief model</p> <p>Article: The Role of Health Belief Model in HIV Screening Decision among International Students in the United States: A Pilot Study</p>	<p>Video Discussion exercise to address lessons learned from the assignments. A rubric will be used.</p> <p>Quiz to assess knowledge of concepts</p>
<p>9. Design a population-based project, program or intervention.</p>	<p>Video: Application of Theory to Designing and Evaluating Public Health Interventions</p>	<p>Final project requires assessment of PH problem with review of and selection</p>



	Final Project	of interventions from the literature ( rubric will be used)
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.	Podcast: Partnering with Black Churches  Podcast: Government, Civil Society and Community Engagement	Video Discussion exercise to address lessons learned from the assignments. A rubric will be used.  Quiz to assess knowledge of concepts
18. Select communication strategies for different audiences and sectors.	Article: What is dissemination and implementation science?: An introduction and opportunities to advance behavioral medicine and public health globally.  Article: Social media as a tool to increase the impact of public health research.	Video Discussion exercise to address lessons learned from the assignments. A rubric will be used.  Quiz to assess knowledge of concepts
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation.	Article: About me but without me? Older adult's perspectives on interpersonal communication during care transitions from hospital to seniors' residence.  Article: Provider-patient communication about adherence to anti-retroviral regimens differs by patient race and ethnicity.	Video Discussion exercise to address lessons learned from the assignments. A rubric will be used.  Quiz to assess knowledge of concepts
20. Describe the importance of cultural competence in communicating public health content.	Article: Exploring the acceptance of COVID-19 vaccine among healthcare workers and general population using health belief model  Article: The Role of Health Belief Model in HIV Screening Decision among International Students in the United States: A Pilot Study	Final paper will demonstrate awareness of cultural values and practices (see rubric)  Video Discussion exercise to address lessons learned from the assignments. A rubric will be used.  Quiz to assess knowledge of concepts
21. Integrate perspectives from other sectors and/or professions to promote and advance population health.	Article: Using digital and social media for health promotion: A social marketing approach for addressing co-morbid physical and mental health	Video Discussion exercise to address lessons learned from the assignments. A rubric will be used.





		Quiz to assess knowledge of concepts
<b>UTT MPH Program-Specific Competencies (Generalist)</b>		
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**Assignments and weights**

Midterm	25%
Final Project	30%
Quizzes	15%
Video Discussions	20%
Synchronous Sessions	10%

**Grading Scale:**

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = below 60

**Please be aware that NO EXTRA CREDIT WILL BE GIVEN at the end of the semester.** The average of each student’s grade will determine the final course grade, and **no additional work** will be allowed. The grades in the gradebook at the end of the semester are the final grades, no curves will be given.

**Late Work and Make-Up Exams:**

If a student is unable to take an exam/quiz as scheduled, a make-up exam will be arranged **ONLY** if the reason is deemed legitimate by the instructor, **AND** if the instructor is notified **IN ADVANCE** of the time the exam/quiz is scheduled, either by phone or email. Students who fail to make appropriate arrangements will receive a grade of “0” for the exam or quiz missed. There will be no exceptions.

**Student Responsibilities/Expectations ONLINE**

Class etiquette dictates that you will:

1. Be active in class online as will be evidenced by participation in assigned activities as well as synchronous or asynchronous discussions.
2. Submit required assignments on time per requirement of the professors. If there is any reason that may prevent a student from doing so, the student must inform the professors ahead of time and not make any excuses for failing to do so. It is your personal responsibility to complete assignments on time; make sure to use an electronic or paper calendar to keep up with your due dates for continued success in this course.



## Course Calendar

Module Date	Learning Objectives	Topic	Topic / Assignments
<b>Semester Begins Monday, August 21 at 8am</b>			
1 8/26	<ol style="list-style-type: none"><li>1. To describe theories, research, practice, and their interrelationships</li><li>2. To evaluate trends in theory use and application</li></ol>	<ul style="list-style-type: none"><li>• Theory, Research, and Practice in Health Behavior and Health Education</li></ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"><li>• Bill Davenhall: Your health depends on where you live</li></ul> <p><b>READ</b></p> <ul style="list-style-type: none"><li>• Course Syllabus</li><li>• Week 1 content</li><li>• Chapters 1 and 2</li><li>• Article: The role of behavioral science theory in development and implementation of public health interventions.</li><li>• Article: Theory's role in shaping behavioral health research for population health.</li></ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"><li>• Chapters 1 and 2 PowerPoint slides</li></ul> <p><b>DO</b></p> <ul style="list-style-type: none"><li>• Student Introduction – Icebreaker</li><li>• <b>Synchronous session 1 Thursday 8/29 6-8pm</b></li></ul>





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Module Date	Learning Objectives	Topic	Topic / Assignments
2 9/1	<ol style="list-style-type: none"> <li>1. Discuss individual-level theories.</li> <li>2. Examine commonalities across theories focused on individuals.</li> <li>3. Demonstrate efficiency in selecting the appropriate theory.</li> <li>4. Key constructs of the Health Belief Model (HBM).</li> <li>5. Analyze empirical evidence and applications of the HBM.</li> </ol>	<ul style="list-style-type: none"> <li>• Introduction to Health Behavior Theories That Focus on Individuals</li> <li>• The Health Belief Model (HBM)</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>• Video: Using the Health Belief Model to combat health misinformation</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>• Chapters 4 and 5</li> <li>• Week 2 content</li> <li>• Article: Exploring the acceptance of COVID-19 vaccine among healthcare workers and general population using health belief model</li> <li>• Article: The Role of Health Belief Model in HIV Screening Decision among International Students in the United States: A Pilot Study</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>• Chapters 4 and 5 PowerPoint Slides</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Post Video Discussion 1</li> <li>• Quiz 1</li> </ul>

**University Closed for Labor Day Holiday Monday, 9/2**



## Course Calendar

Module Date	Learning Objectives	Topic	Topic / Assignments
3 9/8	<ol style="list-style-type: none"><li>1. To examine the elements of the Theory of Reasoned Action (TRA)</li><li>2. To analyze the efficacy of the Theory of Planned Behavior (TPB)</li><li>3. To evaluate the elements of the Integrated Behavior Model (IBM)</li></ol>	<ul style="list-style-type: none"><li>• Theory of Reasoned Action</li><li>• Theory of Planned Behavior</li><li>• Integrated Behavioral Model</li></ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"><li>• Video: Theory of Planned Behavior</li></ul> <p><b>EXPLORE</b></p> <ul style="list-style-type: none"><li>• Website: Icek Ajzen's Constructing a TPB intervention</li></ul> <p><b>READ</b></p> <ul style="list-style-type: none"><li>• Week 3 content</li><li>• Chapter 6</li><li>• Article: How well does the theory of planned behavior predict alcohol consumption? A systematic review and meta-analysis.</li><li>• Article: Time to retire the theory of planned behavior.</li></ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"><li>• Chapter 6 PowerPoint Slides</li></ul> <p><b>DO</b></p> <ul style="list-style-type: none"><li>• <b>Synchronous session 2 Thursday 9/12 6-8pm CST</b></li><li>• Quiz 2</li></ul>



## Course Calendar

Module Date	Learning Objectives	Topic	Topic / Assignments
4 9/15	<ol style="list-style-type: none"> <li>To evaluate the key constructs of the Transtheoretical Model and Stages of Change (TTMSOC).</li> <li>To examine empirical evidence and applications of the TTMSOC.</li> <li>To discuss the strengths and limitations of the TTMSOC.</li> </ol>	<ul style="list-style-type: none"> <li>The Transtheoretical Model and Stages of Change</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>Improve Your Life Using the Stages of Change (Transtheoretical) Model - Dr Wendy Guess</li> </ul> <p><b>LISTEN</b></p> <ul style="list-style-type: none"> <li>Podcast: Using Motivational Interviewing to Convince People to Get Vaccinated</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>Chapter 7</li> <li>Week 4 content</li> <li>Article: An integrative review of adolescent smoking cessation using the transtheoretical model of change.</li> <li>Article: Prevalence of stages of change for smoking cessation in adolescents and associated factors: Systematic review and meta-analysis.</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>Chapter 7 PowerPoint Slides</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>Post Video Discussion 2</li> <li>Quiz 3</li> </ul>
5 9/22	<ol style="list-style-type: none"> <li>To examine the constructs of Social Cognitive Theory (SCT)</li> </ol>	<ul style="list-style-type: none"> <li>Introduction to Models of Interpersonal Influences</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>Video: Social Cognitive Theory: A Health Promotion</li> </ul>



## Course Calendar

Module Date	Learning Objectives	Topic	Topic / Assignments
	<ol style="list-style-type: none"> <li>2. To assess appropriate application of SCT</li> <li>3. To discuss future directions of the applications of SCT in health promotion efforts.</li> </ol>	<p>on Health Behavior</p> <ul style="list-style-type: none"> <li>• Social Cognitive Theory</li> </ul>	<p>Perspective</p> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>• Chapter 8 and 9</li> <li>• Week 5 content</li> <li>• Article: A systematic review and meta-analysis of social cognitive theory-based physical activity and/or nutrition behavior change interventions for cancer survivors.</li> <li>• Article: Social cognitive theory.</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>• Chapter 8 and 9 PowerPoint Slides</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• <b>Synchronous session 3 Thursday 9/26 6-8pm CST</b></li> <li>• Quiz 4</li> </ul>
6 9/29	<ol style="list-style-type: none"> <li>1. To discuss the principles of ecological perspectives</li> <li>2. To evaluate applications of the ecological perspective</li> <li>3. To analyze the strengths and limitations of the Social Ecological Model (SEM)</li> </ol>	<ul style="list-style-type: none"> <li>• The Social Ecological Model</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>• Video: The Ecological Model for Health</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>• Chapter 3</li> <li>• Week 6 content</li> <li>• Article: A social-ecological framework of theory, assessment, and prevention of suicide.</li> </ul>



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			<ul style="list-style-type: none"> <li>Article: Social ecological approaches to individuals and their contexts: twenty years of health education &amp; behavior health promotion interventions.</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>Chapter 3 PowerPoint Slides</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>Post Video Discussion 3</li> <li>Quiz 5</li> </ul>
7 10/6	<ol style="list-style-type: none"> <li>To examine the concept of social support</li> <li>To evaluate the theoretical models addressing social support and health</li> <li>To analyze empirical evidence and applications of the Social Network Theory (SNT)</li> <li>To investigate applications and Interventions using SNT</li> </ol>	<ul style="list-style-type: none"> <li>Social Support and Health</li> <li>Social Network Theory</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>Video: Social Network Theory</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>Chapter 10 and 11</li> <li>Week 7 content</li> <li>Article: An appraisal of social network theory and analysis as applied to public health: challenges and opportunities.</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>Chapters 10 and 11 PowerPoint Slides</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li><b>Synchronous session 4 Thursday 10/10 6-8pm CST</b></li> <li>Quiz 6</li> </ul>



## Course Calendar

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8 10/13	<ul style="list-style-type: none"> <li>To examine the elements of the Transactional Model of Stress and Coping (TMSC)</li> <li>To assess the application of TMSC in health promotion.</li> </ul>	<ul style="list-style-type: none"> <li>Stress, Coping and Health Behavior</li> </ul>	<p><b>LISTEN</b></p> <ul style="list-style-type: none"> <li>Podcast: How Bodies Weather Social Stress</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>Chapter 12</li> <li>Week 8 content</li> <li>Article: Methods for the scientific study of discrimination and health: An Eco-social approach.</li> <li>Article: Investigating COVID-19 stress and coping: Substance use and behavioral disengagement</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>Chapter 12 PowerPoint slides</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li><b>Midterm Exam</b></li> </ul>
9 10/20	<ul style="list-style-type: none"> <li>To examine the concept of Relationship-Centered Healthcare</li> <li>To discuss the key Functions of Provider-Patient Communication</li> <li>To evaluate communication Predictors of Health Outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Interpersonal Communication in Health and Illness</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>Video: Effective Communication Skills to Optimize the Patient-Provider Relationship</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>Chapter 13</li> <li>Article: About me but without me? Older adult's perspectives on interpersonal communication during care transitions from hospital to seniors' residence</li> <li>Week 9 content</li> <li>Article: Provider-patient communication about adherence</li> </ul>





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			<p>to anti-retroviral regimens differs by patient race and ethnicity.</p> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>• Chapter 13 PowerPoint Slides</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Post Video Discussion 4</li> </ul>
10 10/27	<ol style="list-style-type: none"> <li>1. To evaluate community engagement concepts and principles</li> <li>2. To examine Community Models</li> <li>3. To assess the various methods for measurement and evaluation of community engagement efforts</li> </ol>	<ul style="list-style-type: none"> <li>• Introduction to Community and Group Models of Health Behavior Change</li> <li>• Improving Health Through Community Engagement, Community Organization and Community Building</li> </ul>	<p><b>LISTEN</b></p> <ul style="list-style-type: none"> <li>• Podcast: Partnering with Black Churches</li> <li>• Podcast: Government, Civil Society and Community Engagement</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>• Chapter 14 and 15</li> <li>• Week 10 content</li> <li>• Article: WEDworks: Enhancing participatory drug research and prevention with resources of the Roma community. Effective Community-Based Intervention Model and Practice Recommendations.</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>• Chapters 14 and 15 PowerPoint Slides</li> </ul> <p><b>SCAN</b></p> <ul style="list-style-type: none"> <li>• Final Project Overview</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>• Final Presentation Sign Up sheet</li> </ul>



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Module Date	Learning Objectives	Topic	Topic / Assignments
11 11/3	<ol style="list-style-type: none"> <li>To examine the theories and models used in dissemination and Implementation (D&amp;I)</li> <li>To identify D&amp;I core concepts and future research</li> </ol>	<ul style="list-style-type: none"> <li>Implementation, Dissemination and Diffusion of Public Health Interventions</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>Video: Dissemination and dissemination strategies</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>Chapter 16</li> <li>Week 11 content</li> <li>Article: What is dissemination and implementation science?: An introduction and opportunities to advance behavioral medicine and public health globally.</li> <li>Article: Social media as a tool to increase the impact of public health research.</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>Chapter 16 PowerPoint Slides</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>Work on Final Project</li> </ul>
12 11/10	<ol style="list-style-type: none"> <li>To identify the elements of the PRECEDE-PROCEED Model</li> <li>To apply the steps of Intervention Mapping to real-world community health issues</li> </ol>	<ul style="list-style-type: none"> <li>Planning Models for Theory-Based Health Promotion Interventions</li> <li>Introduction to Using Theory in Research and Practice</li> </ul>	<p><b>WATCH</b></p> <ul style="list-style-type: none"> <li>Video: Application of Theory to Designing and Evaluating Public Health Interventions</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>Chapters 18 and 19</li> <li>Week 12 content</li> <li>Article: Behavior change techniques for increasing physical activity in cancer survivors: a systematic review and meta-analysis of randomized controlled trials.</li> </ul>



## Course Calendar

Module Date	Learning Objectives	Topic	Topic / Assignments
			<p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>Chapters 18 and 19 PowerPoint Slides</li> </ul> <p><b>DO</b></p> <ul style="list-style-type: none"> <li>Work on Final Project</li> </ul>
13 11/17	<ol style="list-style-type: none"> <li>To examine Mass Communication Theories</li> <li>To evaluate the principles of Social Marketing</li> <li>To assess the efficacy of social marketing, communication, theory, and research</li> </ol>	<ul style="list-style-type: none"> <li>Communication and Health Behavior in a Changing Media Environment</li> <li>Social Marketing</li> </ul>	<p><b>LISTEN</b></p> <ul style="list-style-type: none"> <li>Podcast: Health communication: why getting it right impacts us all</li> </ul> <p><b>READ</b></p> <ul style="list-style-type: none"> <li>Chapter 17 and 21</li> <li>Week 13 content</li> <li>Article: Using digital and social media for health promotion: A social marketing approach for addressing co-morbid physical and mental health</li> </ul> <p><b>STUDY</b></p> <ul style="list-style-type: none"> <li>Chapters 17 and 21 PowerPoint slides</li> </ul>
<p>HAPPY THANKSGIVING!</p> <p><b>The University will be closed for the Thanksgiving Holiday from: 11/25 – 11/29</b></p>			
14 12/5	<p><b>DO</b></p> <p><b>Final Presentations Meeting 1</b></p> <p>Zoom Call   Final Project Presentations   Peer Evaluations</p>		



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Module Date	Learning Objectives	Topic	Topic / Assignments
		<i>Thursday, December 5, 6pm – 9pm</i>	
15 12/12		<p><b>DO</b> <b>Final Presentation Meeting 2</b> Zoom Call   Final Project Presentations   Peer Evaluations <i>Thursday, December 12, 6pm – 9pm</i></p> <p>Final Project Submission - DUE FRIDAY, DECEMBER 13 BY 5PM</p> <p><b>Semester Ends Friday 12/13 @ 5pm CST</b></p>	