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PUBH 8136: Theoretical Perspectives of the Social and Behavioral Sciences in Public Health

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Georgia Southern University
Jiann-Ping Hsu College of Public Health

PUBH 8136: Theoretical Perspectives of the Social and Behavioral Sciences in Public Health
Fall 2021

<u>Instructor:</u>	Stacy W. Smallwood, PhD, MPH
<u>Office:</u>	Hendricks Hall 2039
<u>Phone:</u>	(912) 478-2040
<u>E-Mail Address:</u>	ssmallwood@georgiasouthern.edu
<u>Office Hours:</u>	Tuesdays, 12:00 p.m. – 3:00 p.m.; Wednesdays, 2:00 p.m.- 4:00 p.m. Also by appointment
<u>Class Meets:</u>	Tuesdays, 5:00 p.m. – 7:45 p.m. - IT Building Room 2206

Course Catalog available at:
<http://em.georgiasouthern.edu/registrar/resources/catalogs/>
under Jiann-Ping Hsu College of Public Health Programs

Prerequisites: *PUBH 6535 or equivalent coursework.*

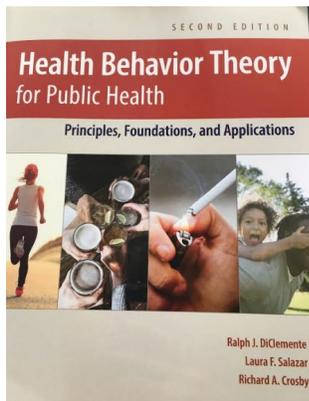
Academic success in this course depends on students' understanding of social and behavioral health theory and their ability to apply theory to create behavior change solutions. Therefore, a master's level course in the theoretical foundations of public health, a background in social & behavioral sciences theory, or similar coursework is required prior to taking this course.

FOLIO Access: <https://my.georgiasouthern.edu/portal/portal.php>

Access to course materials are available for up to one year after graduation.

Catalog Description

This course will explore social and behavioral science theories, models, and approaches that inform public health research and practice, as well as their philosophical foundations. With emphasis on an ecological perspective, students will apply relevant theories to understanding community health issues and to developing interventions. The course also examines social and behavioral determinants of health equity across the ecological spectrum. In this course, students will gain an enhanced understanding of the contributions of the social and behavioral sciences to public health.



Required Textbook: DiClemente, R. J., Salazar, L., & Crosby, R.A. (2019). Health behavior theory for public health (2nd ed.). Burlington, MA: Jones & Bartlett.

Purchase this book at any venue of your choice.

CEPH DrPH Competencies

Data & Analysis

1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue
3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population's health

Leadership, Management & Governance

4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies
6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems
7. Create a strategic plan
8. Facilitate shared decision making through negotiation and consensus-building methods
9. Create organizational change strategies
10. Propose strategies to promote inclusion and equity within public health programs, policies and systems
11. Assess one's own strengths and weaknesses in leadership capacities including cultural proficiency
12. Propose human, fiscal and other resources to achieve a strategic goal
13. Cultivate new resources and revenue streams to achieve a strategic goal

Policy & Programs

14. Design a system-level intervention to address a public health issue
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis
17. Propose interprofessional team approaches to improving public health

Education & Workforce Development

18. Assess an audience's knowledge and learning needs
19. Deliver training or educational experiences that promote learning in academic, organizational or community settings
20. Use best practice modalities in pedagogical practices

Assessment of Student Learning

Maxi-quizzes: Two (2) maxi-quizzes will be given throughout the course. The maxi-quizzes will be based on assigned readings and material covered in class.

Final Exam: A final examination will be given on the final exam date assigned by the University.

Class Facilitation: As a doctoral course, student-led presentations and discussions will be emphasized. In this course, we will cover many commonly-used health behavior theories. Each student, in pairs, will be responsible for facilitating one (1) class session.

There are multiple goals for this approach. First, the act of preparing and leading sessions will help students to master material on theories that they find interesting and/or relevant to their professional development. Second, facilitation will provide an opportunity for students to gain hands-on teaching experience in a supportive environment, which will be helpful for those who may wish to pursue academic careers. Third, the involvement of multiple voices in leading the class sessions should contribute to a dynamic and engaging learning environment.

To prepare a session, each student pair should consult with the instructor at least two weeks in advance. The instructor will provide a background reading about the theory, and the student facilitators will be expected to identify at least two additional articles that will help students to critically evaluate the usefulness of the theory. Examples of relevant readings are empirical studies that utilize the theory (e.g., theory-based behavioral interventions), systematic reviews of the theory, and scholarly commentaries. The facilitator should be prepared to lead a two-hour class. The remainder of each class meeting will be used to provide extra time to the facilitator (if needed), for the instructor to present additional material, or occasional guest lectures. In consultation with the instructor, the facilitators will have leeway in choice of instructional strategies. Facilitators are encouraged to be creative and interactive. Grading for the class facilitation will be based on instructor and student ratings completed at the end of each session.

To give students plenty of time to prepare for class, facilitators must have their readings approved by the instructor and submitted by 5:00pm on the Tuesday preceding the scheduled class. In other words, all readings should be submitted at least one week in advance. The instructor will upload the articles on Folio.

In-Class Debate: All students will participate in an in-class debate. The class will be divided into two groups that will argue opposing sides of a topic or motion provided by the instructor, who will serve as the moderator. The debate will take place in front of an audience of JPHCOPH faculty, staff, and/or students. The debate will be structured as follows:

- *Opening arguments.* Each group member should prepare a brief (1-2 minute) introductory statement articulating their side of the argument. Team members' opening arguments should be complementary and cohesive; in other words, each statement should address the argument from a different angle or perspective.
- *Moderators' questions.* Each group will respond to questions posed by the moderator.
- *Open Q&A.* Each group will be able to pose questions to the other group as well as respond to questions from the audience.
- *Closing arguments.* Each group member should give a brief (1-2 minute) closing statement that summarizes their argument, incorporating elements from the preceding discussions.

Your team's debate arguments should include elements of the following:

- An overall discussion of why your approach would be most effective
- Use of specific theories and constructs to illustrate your points, where appropriate
- Examples of theory-based interventions utilizing the approach you are advocating

- Considerations of other factors, including (but not limited to) ethics, cost-effectiveness, and reach

The audience will be composed of interested faculty, staff, and students. At the start of the debate, they will be asked to “vote” for the side of the argument they more strongly support, using a digital audience response system. At the conclusion of the debate, they will vote again, in order to see if there was any movement in their perceptions.

Students will be evaluated based on the clarity of their arguments, use of empirical evidence to support their arguments, ability to respond to questions from the moderator and audience, and overall group coordination. Opening statements will be submitted via Folio dropbox prior to the debate.

Term Paper and Oral Presentation: The term paper will require you to compare and contrast two theories that were discussed in class, as applied to a health issue of your choice. Prior approval of the instructor is required for selection of the topic. The student should select a health behavior or outcome that is of interest to them, and review the literature to determine which health behavior theories have been applied to it most effectively. Two of these theories should be selected and the student should develop a critical analysis of the application of the theories to the health issue. Some examples may include: What are the similarities and differences between each of the theories as applied to this health issue? To what extent have the constructs of each theory been applied with fidelity and shown to be relevant? How strong is the evidence that the theories usefully explain and predict relevant behavior change?

The term paper should be approximately 8-10 pages, double-spaced (not including references, tables or figures), 1-inch margins, formatted in Microsoft Word. Because this is a doctoral course, you do not have to provide extensive foundational knowledge in your paper. Instead, the focus should be on providing a coherent, thorough critical analysis comparing the utility of the two theories to explain and/or predict a health behavior or outcome. Get to the point!

During the final class meeting, each student will have 20 minutes to present their findings and lead a discussion on the topic.

Student Performance Expectations:

Class Participation

Attendance and participation in all class sessions are critical for the learning process in this course. For that reason, students are expected to attend all class sessions. Weekly readings are outlined in this syllabus. I expect that students will complete all readings and come to class ready to participate in discussions about the readings and the weekly topic. The readings are intended to inform you about how others are thinking about the topics we cover in class, as well as provoke your own critical thinking on these issues. As you read, you should jot down questions or thoughts that occur to you. I strongly suggest writing these down and bringing them to class for discussion.

Writing Standards

It is expected that students will spend sufficient time reviewing and editing all written documents before submitting them for review and/or grading. All written assignments are required to be free from grammatical and spelling errors. In addition, all written documents should be well-constructed

in thought and flow. The instructor reserves the right to: 1) return without the benefit of review any document that is submitted for review and/or grading that violates these standards, and/or 2) reduce the grade of such assignments based upon the frequency and severity of the errors. All documents must be consistent with the *Publication Manual of the American Psychological Association (6th Edition)*.

Due Dates and Deadlines

Students are expected to complete all reading and written assignments prior to the indicated class date, and are to come to class prepared and ready to discuss content. Your grades will be posted on the online grade book for this course on Folio. All assignments are **expected to be ON TIME**, and will be graded and posted promptly so that students can accurately calculate their grades at any point in time during the semester. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, please consult with Dr. Smallwood within 48 HOURS. If you have not contacted Dr. Smallwood within 48 HOURS of A MISSED ASSIGNMENT, it WILL NOT BE EXCUSED and YOU WILL RECEIVE A 0 FOR ALL ASSIGNMENTS MISSED. NO EXCEPTIONS. *Nota Bene:* Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Students may vary in their ability to achieve levels of competence in this course. Students can expect to achieve course competence only if they honor all course policies, attend classes regularly, complete all assigned work in good faith and on time, and meet all other course expectations of them as students.

Portfolio Inclusion

Samples of your work may be reproduced for search purposes and/or inclusion in the professor's teaching portfolio. You have the right to review anything selected for use, and subsequently ask for its removal.

Instructional Methods

This class will meet face-to-face at the specified times. A diverse array of instructional methods will be used, including (but not limited to) lecture, discussions, small group activities, guest lectures, reflections, and online media.

Grading

<i>Assignments</i>	<i>Points</i>
<i>1. Quizzes (2 @ 50 pts each)</i>	<i>100</i>
<i>2. Class Facilitation</i>	<i>100</i>
<i>3. In-Class Debate</i>	<i>50</i>
<i>4. Term Paper</i>	<i>100</i>

Assignments	Points
<i>5. Term Paper Oral Presentation</i>	<i>50</i>
<i>6. Final Exam</i>	<i><u>100</u></i>
TOTAL POINTS	500

450-500 points (90%) A
400-449 points (80%) B
349-399 points (70%) C

For calculation of your final grade, all grades above will be included.

Inclusive Excellence at Georgia Southern University

At Georgia Southern University, we are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader University community. As such, we have an expectation that our learning community is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity, ability, political beliefs, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

We are a faculty that strives to model reflection, advocacy, and care for the community in order to work toward an equitable, democratic, and sustainable society. We value your participation in this process. If you believe that our courses, programs, or department fall short of this commitment, we encourage you to engage in dialogue with us.

General Expectations

1. For every one-credit hour, you should expect to work roughly two hours outside the classroom each week. For example, for a three credit hour course, during a regular fifteen week semester, you should expect approximately ninety hours of work outside of class.
2. Students are expected to keep up with the class, to read the required material, and to submit assignments and activities by due dates and times.
3. Students are expected to independently complete all activities, exercises, assignments, and assessments including exams.
4. Students are expected to produce quality work. Typos and grammar errors should be kept to a minimum. The format and readability of submissions will be taken into consideration when assigning a grade.

5. Remember to check when assignments are due. It is recommended that you stay ahead of schedule on the assignments, so if an emergency happens, your assignment will be completed and ready to submit within the designated time frame. It is your responsibility to keep track of the due dates for each assignment.

Dr. Smallwood's Expectations

Because I want you to be successful in this course, I want to clarify other important student expectations:

- Announcements may be made during class time, posted on Folio, and/or sent through email. It is each student's responsibility to come to class to hear these announcements, to check for announcements on a routine basis on Folio, as well as check their email. **An individual's difficulties with Folio or email, or lack of attendance in class, will not constitute a valid basis for avoiding late assignment penalties. System-wide difficulties may be taken into consideration, should they arise. It is therefore recommended that you not wait until the last minute to meet submission deadlines.**
- Students are expected to actively participate in class. That means coming to class, asking questions, participating in class discussions, and working collaboratively with peers on experiential activities. **If you miss more than three class sessions, your grade may be reduced by a full letter grade (i.e., an A becomes a B). Excessive absences may result in a failing grade (F) for the course.**
- Students are expected to be self-advocates. If there are questions about the material and/or course assignments during the semester, students are expected to contact the instructor so that help and/or assistance can be provided, where possible and appropriate.
- Writing is an important skill and an important part of public health practice. As needed, you will seek writing consultation at the University Writing Center, located in the Forest Drive Building, Room 1119. The Writing Center is open Monday-Thursday from 10am to 6pm and Friday from 10am to 3pm. To schedule an appointment, call (912) 478-1413 or visit <http://class.georgiasouthern.edu/writing-center/>. Alternatively, Purdue University offers an online "writing lab" which includes writing exercises in grammar, punctuation, sentence structure, and sentence style, among others. It also provides instructions for using APA style. The website link is <http://owl.english.purdue.edu>.

Expectations of Instructor:

In return, you can expect the following from me during the course of this semester:

- Use a variety of instruction methods to maximize learning. These include lecture, experiential activities, group activities, case examples, and guided facilitation.
- Be responsive and flexible to individual student needs.

- Respond to your questions in a timely manner. This means that I will respond to e-mails within 24-48 hours and phone calls by the end of the next business day. Please include the course number (PUBH 8136) in the subject line of your e-mails.
- Provide feedback on assignments in a timely manner.
- Monitor my own performance by eliciting student feedback, either informally or formally, throughout the semester and altering my teaching methods when appropriate.

Additionally, if you face challenges meeting your basic needs (e.g., securing food, housing) or accessing materials for this course (e.g., purchasing the book, finding stable internet), please contact me and/or the GSU Dean of Students (Statesboro: deanofstudents@georgiasouthern.edu, 912-478-3326; Armstrong: armdeanofstudents@georgiasouthern.edu, 912-344-2514) if you feel comfortable doing so. This will help us provide you with any resources that we may have access to.

Assistance with:

DISABILITIES

Student Accessibility Resource Center (SARC)
<https://students.georgiasouthern.edu/sarc/>

Students with Special Needs

If you have needs that require assistance from the instructor, please contact the instructor during the first week of class so your needs can be met.

WRITING

Writing Center
<http://class.georgiasouthern.edu/writing-center/>

TECHNOLOGY

Folio HELP!!
<http://academics.georgiasouthern.edu/cats/>

Information Technology Services
<http://services.georgiasouthern.edu/its/stucurstu.php>

Response Times

During a normal work week (i.e., Monday 9:00 AM through Friday 5:00 PM) students can expect responses as follows:

- Email: within 48 hours
- Discussion posts: within 72 hours
- Assignment grades: within 96 hours of submission date.

Exceptions: I may not check FOLIO or GSU email over the weekends. If you send me an email after 5:00 PM on Friday, please do not expect a response until the following Monday.

All assignments will be graded promptly so that students may accurately calculate their grades at any point in time during the semester. There are times when extraordinary circumstances occur (e.g., serious illness, death in the family, etc.). In such circumstances, and/or if you need additional time to satisfactorily complete any course requirement, please consult with the instructor within a reasonable amount of time. Extensions are not guaranteed and will be granted solely at the discretion of the instructor.

Course Expectations

Texting and Use of Cell Phones (and Other Technologies)

Please do not text in class or use your cell phone during class! Texting during class (or in a meeting) is disruptive and rude...at least to me. My preference is that you put cell phones away during class meetings so they are not a source of temptation. Offenders will be asked to leave.

Class Attendance and Participation Policy

Federal regulations require attendance be verified prior to distribution of financial aid allotments. Regular attendance is expected. Your attendance will be verified at the first regular class session.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances, and **JPHCOPH funded**) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) at least 10 days prior to the date for which the student will be absent from the class. The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences. In the event of a disagreement regarding this policy, an appeal may be made by either the student or the instructor of record to the corresponding college dean. (*University Graduate Catalog*)

Academic Misconduct

As a student registered at this University, it is expected that you will adhere to only the strictest standards of conduct. It is recommended that you review the latest edition of the *Student Conduct Code* book, as well as the latest *Undergraduate & Graduate Catalog* to familiarize yourself with the University's policies in this regard. Your continued enrollment in this course is an implied contract between you and the instructor on this issue; from this point forward, it is assumed that you will conduct yourself appropriately.

Plagiarism:

According to the Academic Dishonesty Policy of Georgia Southern University, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website: (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>

2. If it is a first violation, the professor should talk with the student about the violation. **If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:**

- a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
- c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request for Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

First Offense - Not in Violation Plea (student does not admit the violation)

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:

- a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
- b. The student will be subject to any academic sanctions imposed by the professor.

Second Violation of Academic Dishonesty

If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

If the student is found responsible, the following penalty will normally be imposed:

- a. Suspension for a minimum of one semester or expulsion.
- b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty.

In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

CONFIDENTIALITY

In accordance with provisions of the Family Educational Rights and Privacy Act of 1974 and the Georgia Open Records Act, any information related to a violation of academic dishonesty or the outcome of a judicial hearing regarding academic dishonesty, is prohibited and must be treated as confidential by members of the faculty."

Disability-related Accommodations

Georgia Southern University is committed to providing reasonable accommodations to students with documented disabilities as required under federal law. Disabilities may include ADD or AD/HD, autism spectrum disorder, brain injury, chronic medical conditions, communication disorders, hearing loss, learning disabilities, mobility impairment, psychological disorders, visual impairment or temporary injuries. The purpose of disability accommodation is to provide equal access to the academic material and equal access to demonstrate mastery of the material. If you have a disability and need accommodations, please contact the Student Accessibility Resource Center (SARC). You will need to meet with a SARC staff member who can help you gather documentation of your disability or refer you to an appropriate resource for assessment. Once documentation of the disability is approved, SARC staff will provide you with an accommodation letter detailing the approved accommodations which you should present to me so we can discuss and implement your accommodations. Disability accommodations work best starting at the beginning of the semester, but can be approved and started at any point in the semester. Accommodations start at the time the accommodation letter is presented to faculty within reasonable timelines; accommodations are not given retroactively. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for Savannah and Liberty campuses is located on the second floor of Memorial College Center and the phone number is (912) 344-2572.

Basic Needs Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students Office for support. The Dean of Students Office web address is <https://students.georgiasouthern.edu/dean>. You may also reach the Dean of Students Office for the Statesboro campus at (912) 478-3326 or deanofstudents@georgiasouthern.edu. For the Armstrong and Liberty campuses, you can also reach the Dean of Students Office at (912) 344-2514 or rmdeanofstudents@georgiasouthern.edu. Furthermore, please notify the professor if you are comfortable in contacting the Dean of Students

Office for support. This will enable the professor to provide any other resources that they may possess.

University Calendar for the Semester

The University Calendar is located with the semester schedule, and can be found at:

<http://em.georgiasouthern.edu/registrar/resources/calendars/>

One Final Note

The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material to ensure better student learning. The instructor will announce any such changes in class. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.

This syllabus, my lecture notes, and all materials distributed and presented during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends to only making one set of notes for your personal use and no other use. You are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

Overview of the content to be covered the semester:

Date	Topic(s)	Readings	Due
August 17	Welcome and introductions Syllabus review Complete pretest schematics		
August 24	Introduction to Social and Behavioral Science Theory	DiClemente, Salazar, & Crosby: Chapter 1 & 2 Glanz, K., & Bishop, D.B. (2010). The role of behavioral science theory in development and implementation of public health interventions. <i>Annual Review of Public Health, 31</i> , 399-418.	
August 31	Individual-Level Theories: Health Belief Model	DiClemente, Salazar, & Crosby: Chapter 5	
September 7	Theory of Reasoned Action/Theory of Planned Behavior	DiClemente, Salazar, & Crosby: Chapter 4	Class Facilitation #1
September 14	Transtheoretical Model	DiClemente, Salazar, & Crosby: Chapter 6	Class Facilitation #2
September 21	Interpersonal-Level Theories: Social Network Theory	DiClemente, Salazar, & Crosby: Chapter 10	Quiz 1
September 28	Social Cognitive Theory	DiClemente, Salazar, & Crosby: Chapter 7	Class Facilitation #3
October 5	Community-Level Theories: Diffusion of Innovations	DiClemente, Salazar, & Crosby: Chapter 11	Two-page term paper proposal
October 12	Community Organizing & Mobilizing for Health	Readings in Folio	
October 19	Planning Models: PRECEDE-PROCEED	DiClemente, Salazar, & Crosby: Chapters 3 & 13	Quiz 2
October 26	Independent Work Day		
November 2	PRECEDE-PROCEED cont'd.	Chiang, L-C., Huang, J-L., Yeh, K-W., & Lu, C-M. (2004). Effects of a self-management asthma educational program in Taiwan based on PRECEDE-PROCEED model for parents with asthmatic children. <i>Journal of Asthma, 41</i> (2), 205-215. Buta, B., Brewer, L., Hamlin, D.L., Palmer, M.W., Bowie, J., & Gielen, A. (2011). An innovative faith-based healthy eating program: From class assignment to real-world application of PRECEDE-PROCEED. <i>Health Promotion Practice, 12</i> (6), 867-875.	
November 9	Ecological Models	Readings in Folio	Term Paper
November 16	Preparation for Debate		Debate
November 23	No Class - Thanksgiving Break		
November 30	Wrap-Up and Term Paper Presentations		
December 7	Final Exam		

STUDENT CONDUCT CODE

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life. Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand this statement referencing the Student Conduct Code.

ACADEMIC DISHONESTY

The University goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Conduct Code. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty. Plagiarism occurs when a person passes in another person's work as his or her own, borrows directly from another person's work without proper documentation, and resubmits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following: Cheating submitting material that is not yours as part of your course performance; using information or devices that are not allowed by the faculty; obtaining and/or using unauthorized materials; fabricating information, research, and/or results; violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; collaborating with others on assignments without the faculty's consent; cooperating with and/or helping another student to cheat; demonstrating any other forms of dishonest behavior. Plagiarism directly quoting the words of others without using quotation marks or indented format to identify them; using sources of information (published or unpublished) without identifying them; paraphrasing materials or ideas without identifying the source; self-plagiarism - resubmitting work previously submitted without explicit approval from the instructor; unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material. NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty. For more information about academic honesty, see the Student Conduct Code at <http://students.georgiasouthern.edu/conduct>. I acknowledge that I have read and understand the Academic Dishonesty Policy.

I have read the syllabus and understand the contents and course requirements.

Student Name (print)

Student Signature

Date