

Department of Public Health Sciences, University of Texas El Paso
MPH Program Course Syllabus

Course:	Social and Behavioral Approaches of Public Health
Course number/CRN:	PUBH 5353/12766
Semester/year	Fall 2022
Graduate credit hours:	3
Class location:	In Person
Class meeting time:	Wednesday, 5:30 – 8:20pm FIRST CLASS Aug 25 th Room UGLC 340
Class instructor:	Dr. Jeannie B. Concha, HSSN Rm 414, jeannie@utep.edu , phone 915-747-8308
Office Hours:	<p>There are a number of ways we can keep the communication channels open:</p> <ul style="list-style-type: none"> • Office Hours: Friday 4-5pm in person or by ZOOM or TEAMS. I am also available by Appointment as needed. You can email me if you need to set an appointment. I encourage you to feel comfortable with emailing me and in the Subject Line you can write APPOINTMENT NEEDED. • Email: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. • Discussion Board: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response. • Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
Course description:	This Public Health core course examines social, behavioral, cultural, psychological, and economic factors that influence health and illness, and includes critical evaluation of social and behavioral science principles, theories, techniques, and research for the purpose of understanding and resolving complex problems in public health through public health intervention programs. The course emphasizes Hispanic, border, and multicultural communities.
Course pre-requisites:	Admission to the MPH or Graduate Certificate in Public Health Program
Required text:	Glanz, K., Rimer B., Viswanath K. Health Behavior: Theory, Research, and Practice 5th edition 2015 (Jossey-Bass) [®]
Additional readings:	<p>Supplemental readings will be provided on BlackBoard</p> <p>Also, please use the Publication Manual of the American Psychological Association 7th edition to assist in your formatting of your papers. OR</p> <p>Use Purdue OWL online writing website. They have a good site on how to format using APA. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html</p>
Course format:	In Person graduate seminar format focusing on discussion and lecture, enhanced student participation, critical analysis, data collection and analysis and papers/presentation. Classes emphasize intellectual leadership, professionalism,

	<p>mastery, integration and critical analysis of concepts and theories. Class will meet weekly in person UGLC room 340 following social distancing guidelines. We will use ZOOM if we need to convert due to influx of COVID cases.</p>
<p>Technology requirements:</p>	<p>We will be meeting in person. However if we need flexibility in response to any pandemic or other pressing matters we can meet online. Below are some requirements if we decide to meet online.</p> <p>Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.</p> <p>You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.</p> <p>If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.</p> <p>IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!</p> <p>Technology Resources Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.</p>
<p>COVID-19 Precautions:</p>	<p><u>COVID-19 PRECAUTION STATEMENT</u></p> <p>Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.</p>

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

(classes with on-campus meetings) Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

ASSOCIATION OF SCHOOLS OF PUBLIC HEALTH (ASPH) CORE COMPETENCIES FRAMEWORK:

The ASPH defined core competencies for the MPH degree are organized in five core discipline domains including Evidence-based Approaches to Public Health; Public Health & Health Care Systems; Planning & Management to Promote Health; Policy in Public Health; Leadership; Communication; Inter-Professional Practice; Systems Thinking. ASPH also defined seven cross-domain competencies including communication and informatics; diversity and culture; leadership; professionalism; program planning; public health biology; and systems thinking. In addition, UTEP’s MPH Program has defined an additional five core competencies in Hispanic and Border Health.

HOW THIS COURSE CONTRIBUTES TO CORE COMPETENCIES:

The textbook selected for this course was specifically designed and written by the author (Karen Glanz, Barbara Rimer, and K. Viswanath) to address the core competencies (10) in the

Social and Behavioral Sciences domain. In addition, three central chapters on the sociocultural context of health, health disparities and diversity directly address all of our program’s ten core competencies in Hispanic and Border Health (listed below). The materials for this course were specially designed to promote the mastery of core competencies and theory through practice, repetition, application, discussion, critical analysis and integration of theories and concepts that inform the core competencies. Materials include weekly previews and summaries of the week’s reading, weekly student presentations of core concepts, and a final paper with professional presentation that presents integration and critical analysis of public health theory and its relevance to health disparities in the El Paso Border Region. Assignments for this course were specially designed to build six of seven cross-cutting competencies (excepting only public health biology) through assignments that require students to prepare weekly presentations of core concepts for classmates; lead high-level discussions and integration of reading assignments; critically evaluate intervention plans and illustrate systems thinking through applied examples.

Learning Objectives:

By the end of this course, the student will be able to:
 Profession & Science of Public Health
 2. Identify the core functions of public health and the 10 Essential Services.

	<p>3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health</p> <p>4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program</p> <p>6. Explain the critical importance of evidence in advancing public health knowledge</p> <p>Factors Related to Human Health</p> <p>9. Explain behavioral and psychological factors that affect a population’s health</p> <p>11. Explain how globalization affects global burdens of disease</p> <p>12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health)</p>
Assessment strategies:	<p>1. Assessment: Knowledge gained through weekly readings and student lead discussions on seminal social and behavioral readings and research articles. Students will also access large-scale databases (e.g. BRFSS) or the CDC health disparities widget to become familiar with and access behavioral risk factors indicators for disease and disease prevention. Students will identify a health issue that disproportionately affects Hispanic/Latina/o/x populations. Application is assessed through weekly written critical review of assigned readings and class discussion of assigned readings.</p> <p>2. Assessment: Knowledge gained through the completion of an extensive Literature Review on a Social or Behavioral public health issue using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines and the American Psychological Association writing format or Journal formatting instructions. Application of this knowledge is the completion of the Literature Review by identifying relevant social and behavioral research articles and reviewing them in relation to public health outcomes. Application of this knowledge is also gained by presenting the process and findings to peers and the instructor.</p>

MPH Program Competencies Addressed in Course	Learning Objectives	Assessment Strategies
Evidence-based Approaches to Public Health		
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	2,3	1,2
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	3,6	1,2
4. Interpret results of data analysis for public health research, policy or practice	3,4,6	1,2
Public Health & Health Care Systems		
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	9,11,12	1
Planning & Management to Promote Health		
11. Select methods to evaluate public health programs	2,3,6	1,2

Policy in Public Health		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	2,6,11,12	1
Communication		
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	3,9	1,2
20. Describe the importance of cultural competence in communicating public health content	3,9	1,2
Systems Thinking		
22. Apply systems thinking tools to a public health issue	6,11,12	1
UTEP MPH Hispanic and Border Health Concentration Competencies (5)		
1. State and discuss the current major communicable, non-communicable, and environmental public health threats in Hispanic and border communities.	4,9,11	1,2
2. State the basic principles of prevention and control of communicable and non-communicable disease; discuss how these principles can be modified to accommodate cultural values and practices in Hispanic and border communities.	4,9,11	1,2
3. Identify and access public health data on communicable and non-communicable disease in Hispanic and border communities (including vital stats and disease registries; health and nutrition surveillance data; census data; national surveys).	4,9,11	1,2
4. Identify, access and summarize the content of one or more current initiatives relevant to border health (e.g., Healthy Border 2020; US-Mexico Border Philanthropy Partnership; Paso Del Norte Regional Strategic Health Framework).	4,9,11,12	1,2

<p>Grading scale</p> <p>Grading Components</p>	<p>Grade Scale:</p> <p>405 + = A (> 90%-exceptional graduate-level performance)</p> <p>360 – 404 = B (80-89%-average graduate-level performance)</p> <p>315 – 359 = C (70-79%-below average graduate-level performance)</p> <p>270 – 314 = D (60-69%-unacceptable graduate-level performance)</p> <p>225 – 269 = F (< 60%-very unacceptable graduate-level performance)</p> <p>1. Weekly Summary Reports (9 @ 20 points each) = up to 180 points</p> <p>2. Student led discussion (2 per student @ 10 points each) = up to 20 points</p> <p>3. Group Project (2 students per group) = up to 250 points</p> <p>Total = up to 450 points</p>
<p>The grade of “I” (incomplete) is considered only in very rare circumstances involving fully documented emergencies, must be requested at least three weeks prior to the last class of the fall term, and is given at the discretion of the instructor.</p>	
<p style="text-align: center;">Course Policies and Institutional Policies</p>	
<p>Attendance:</p>	<p>It is expected that all students enrolled in <i>PUBH 5353 Social and Behavioral Aspects of Public Health</i> to participate in all instructional activities. Participation must be defined accordingly. Students “attendance” on online courses will be defined as active participation on the course as described in the course syllabus:</p> <ol style="list-style-type: none"> 1. Student participation in group discussions 2. Submission/completion of weekly written assignments and evaluations 3. Communication with the instructor <p>Students who fail to maintain an active participation in the class course as defined in the course syllabus will be processed in accordance with the university’s current attendance policy.</p>
<p>Reading assignments:</p>	<p>Successful completion of homework assignments requires the completion and consideration of all assigned readings prior to class. Most students find that at least 4 days are required to adequately read all of the assigned material and prepare presentation of key concepts, probe questions and discussion topics.</p>
<p>Writing standards</p>	<p>Effective public health leaders and practitioners are also effective written as well as oral communicators. Written communication is a critical element of the communication process. Our MPH graduate program both recognizes and expects good writing to be the norm for course work. Please feel free to seek out assistance from:</p> <ol style="list-style-type: none"> 1. Grammarly.com https://grammarly.com/ I will be submitting your papers via Grammarly to check for grammar so I recommend submitting your weekly

	<p>assignments to assist with your writing.</p> <p>2. The UTEP Writing Center. It is free and they are very helpful. They will be available to assist online.</p> <p>https://www.utep.edu/uwc/</p> <p>UTEF FALL 2022 availability for students The below options will be available to students beginning on August 24th.</p> <p>Option 1 is a Synchronous system through Blackboard Collaborate. Students will connect with the UWC, chat with a consultant, and use screen sharing to review their papers. Students must be present with their computer and a reliable internet connection to use this service.</p> <p>Option 2 is for students to email their papers to the UWC using an online form.</p> <p>THERE IS A 72 HOUR TURNAROUND (not including weekends) for the email service.</p>
Policy for late assignments	Due dates for weekly papers and the final project are designed for fairness to all students. No exceptions will be made except in cases of unexpected university-designated closures. No late submissions will be accepted.
Permission to record	Recording of lectures and discussion is not permitted.
Special accommodations:	If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 915.747.5148, cass@utep.edu , or visit their office located in UTEP Union East, Room 106. For additional information, visit http://sa.utep.edu/cass/ . CASS Staff are the only individuals who can validate and authorize accommodations for students with disabilities.
MPH handbook:	https://www.utep.edu/chs/phs/Files/docs/MPHStudentHandbook_2021_2022.pdf
STUDENT CONDUCT	<p>ETHICAL CONDUCT IS A CENTRAL TENET AND GUIDING PRINCIPLE OF ALL ACTIVITIES, DECISIONS AND CRITICAL ANALYSES CARRIED OUT BY THE PUBLIC HEALTH PROFESSIONAL.</p> <p>For this reason, students in the Masters of Public Health Program at UTEP are expected to be above reproach in all scholastic activities. All papers will be submitted via SafeAssign on Blackboard to assess for parallel writing.</p> <p>Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an</p>

	<p>examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts.” <u>Regent’s Rules and Regulations</u>, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. From the UTEP Dean of Student Affairs Office: <i>“It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.”</i> (http://studentaffairs.utep.edu/Default.aspx?tabid=4386)</p> <p>Examples of “cheating” include:</p> <ul style="list-style-type: none"> • Copying from the homework, in-class work or exam paper of another student, engaging in written, oral, or any other means of communication with another student during an exam or homework assignment, or giving aid to or seeking aid from another student during a test; • Possession and/or use during an exam or home test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”; • Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission; • Collaborating with or seeking aid from another student for an assignment without authority; • Substituting for another person, or permitting another person to substitute for one's self, to take a test; • Falsifying research data, laboratory reports, and/or other records or academic work offered for credit. <p>“Plagiarism” means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.</p> <p>“Collusion” means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.</p>
<p>Netiquette</p>	<p>As we know, sometimes communication online can be challenging. It’s possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.</p>

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

WEEKLY PLAN (Subject to Change)

Dates	Topic	In-Class Activities	Assigned Readings & Homework and Preparation for Class
<p>Week 1 Aug 22 - Aug 26</p>	<p>Course Introduction</p> <p>What is Public Health? Careers in Public Health</p> <p>Review of Key Concepts (reading assignments)</p>	<p>WEEK 1 – Aug 24th</p> <ul style="list-style-type: none"> - Review of Public Health and career options - Introductions of class members with presentation of career goal and research interest - Review of syllabus and discussion of assignments and papers; understanding “discussion” and “critical analysis” - Review expectations of 3 page summary paper <p>For group project (groups of 3-4)</p> <ul style="list-style-type: none"> - Review Healthy People 2030 	<p><i>Assigned Readings for Week 2</i></p> <ul style="list-style-type: none"> • Part 1 - Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015) • Chapter 1: The Scope of Health Behavior • Literature Reviews and Systematic Reviews: What is the difference (Kowalczyk & Truluck 2013) • What is a Systematic Review ? Cochrane • https://youtu.be/egJIW4vkb1Y • Steps of a Systematic Review: Cochrane • https://youtu.be/2uU_pdCJSfg • Start planning group process <p>DUE Tuesday Aug 30th End of Day (20 points).</p> <ul style="list-style-type: none"> • 3 page summary report on readings APA format. https://www.healthypeople.gov/2020/About-Healthy-People/Development-Healthy-People-2030/Framework • Think about groups
<p>Week 2 Aug 29 - Sep 2</p>	<p>Choosing a theory and public health topic Healthy People 2030.</p> <p>Evidence-Based Public Health</p>	<p>WEEK 2 – Aug 31st</p> <p><u>Discussion on Readings Assigned Week 1:</u> Part 1 - Health Behavior: Theory, Research, and Practice. 5th ed. Glanz et al. (2015)</p> <ul style="list-style-type: none"> • Chapter 1: The Scope of Health Behavior • Literature Reviews and Systematic Reviews: What is the difference (Kowalczyk & Truluck 2013) • Decide on groups for Systematic Review Project • Groups Identified 	<p><i>Assigned Readings for Week 3</i></p> <ul style="list-style-type: none"> • Chapter 2: Theory, Research, and Practice in Health Behavior 5th ed. Glanz et al. (2015) • Chapter 3: Ecological Models of Health Behavior 5th ed. Glanz et al. (2015) • PRISMA 2020 explanation and elaboration: updated guidance and exemplars for reporting systematic reviews (Page et al., 2021) <p>DUE Tuesday Sept 6th End of Day</p> <ul style="list-style-type: none"> • 3 page summary report on readings APA format. Chapters 2 and 3, Page et al. article (20 pts) • Group assignment. Identify a systematic review on public health topic and objectives (20 pts)

<p>Week 3 Sep 5 - Sep 9th</p>	<p>The Social Ecological Model</p>	<p style="text-align: center;">WEEK 3 – Sept 7th</p> <p><u>Discussion on Readings Assigned Week 2:</u></p> <ul style="list-style-type: none"> • Chapter 2: Theory, Research, and Practice in Health Behavior 5th ed. Glanz et al. (2015) • Chapter 3: Ecological Models of Health Behavior 5th ed. Glanz et al. (2015) • PRISMA 2020 explanation and elaboration: updated guidance and exemplars for reporting systematic reviews (Page et al., 2021) 	<p style="text-align: center;">Assigned Readings for Week 4</p> <p>Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015)</p> <ul style="list-style-type: none"> • Part 2: Models of Individual Health Behavior • Chapter 4: Introduction to Health Behavior Theories That Focus on Individuals. • Chapter 5: The Health Belief Model • Maibach, Murphy (1995), Self-efficacy in health promotion research and practice: conceptualization and measurement. <i>Health Education Research</i> Vol 10(1) 37-50. <p>DUE Tuesday Sept 13th End of Day (20 points + 20 points).</p> <ul style="list-style-type: none"> • 3 page summary report on readings APA format. • Group assignment. Objectives of group systematic review project. (20 points)
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<p>Week 4 Sep 12 - Sep 16</p>	<p>Social and Behavioral Aspects of Public Health</p> <p>Public Health Theories</p>	<p style="text-align: center;">WEEK 4 – Sept 14th</p> <p><u>Discussion on Readings Assigned Week 3:</u></p> <ul style="list-style-type: none"> • Part 2: Models of Individual Health Behavior • Chapter 4: Introduction to Health Behavior Theories That Focus on Individuals. • Chapter 5: The Health Belief Model • Maibach, Murphy (1995), Self-efficacy in health promotion research and practice: conceptualization and measurement. <i>Health Education Research</i> Vol 10(1) 37-50 <p>Student Presentations on Systematic Review Article Objectives</p>	<p style="text-align: center;">Assigned Readings for Week 5</p> <p>Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015)</p> <ul style="list-style-type: none"> • Part 2: Models of Individual Health Behavior • Chapter 6. Theory of Reasoned Action, Theory of Planned Behavior, and the Integrated Behavioral Model • Chapter 7: The Transtheoretical Model and Stages of Change. <p>DUE Tuesday Sept 20th End of Day (20 points).</p> <ul style="list-style-type: none"> • 3 page summary report on readings APA format. (20 points)
<p>Week 5 Sep 20 - Sep 24</p>	<p>Behavioral and Social Science Theory</p>	<p style="text-align: center;">WEEK 5 – Sept 21st</p> <p><u>Discussion on Readings Assigned Week 4:</u></p> <ul style="list-style-type: none"> • Part 2: Models of Individual Health Behavior • Chapter 6. Theory of Reasoned Action, Theory of Planned Behavior, and the Integrated Behavioral Model • Chapter 7: The Transtheoretical Model and Stages of Change. <p>Student Presentations on Objectives</p>	<p style="text-align: center;">Assigned Readings for Week 6</p> <p>Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015)</p> <ul style="list-style-type: none"> • Part 3: Models of Interpersonal Health Behavior • Chapter 8. Introduction to Models of Interpersonal Influences on Health Behavior • Chapter 9: How Individuals, Environments, and Health Behaviors Interact. • Chapter 10: Social Support and Health <p>DUE Tuesday Sept 27th End of Day (20 points).</p> <ul style="list-style-type: none"> • 3 page summary report on readings APA format.

<p>Week 6 Sept 26 - Sept -30th</p>	<p>Health and Illness Behavior to Disease — Interpersonal influences</p> <p>Social Reactions</p> <p>Environmental Health</p>	<p>WEEK 6 – Sept 28th</p> <p><u>Discussion on Readings Assigned Week 5:</u></p> <p>Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015)</p> <ul style="list-style-type: none"> • Part 3: Models of Interpersonal Health Behavior • Chapter 8. Introduction to Models of Interpersonal Influences on Health Behavior • Chapter 9: How Individuals, Environments, and Health Behaviors Interact. • Chapter 10: Social Support and Health 	<p><i>Assigned Readings for Week 7</i></p> <p>Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015)</p> <ul style="list-style-type: none"> • Part 3: Models of Interpersonal Health Behavior • Chapter 11: Introduction to Models of Interpersonal Influences on Health Behavior • Chapter 12: How Individuals, Environments, and Health Behaviors Interact. • Chapter 13: Social Support and Health <p>DUE Oct 2nd:</p> <ul style="list-style-type: none"> • Draft of 5 intro paragraphs (20 points) <p>DUE Tuesday Oct 5th End of Day (20 points).</p> <ul style="list-style-type: none"> • 3 page summary paper
<p>Week 7 Oct 3 - Oct 7</p>	<p>Social Environment</p> <p>Health and Illness Behavior to Disease — Interpersonal influences</p>	<p>WEEK 7 – Oct 5th</p> <p><u>Discussion on Readings Assigned Week 6:</u></p> <p>Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015)</p> <ul style="list-style-type: none"> • Part 3: Models of Interpersonal Health Behavior • Chapter 11: Introduction to Models of Interpersonal Influences on Health Behavior • Chapter 12: How Individuals, Environments, and Health Behaviors Interact. • Chapter 13: Social Support and Health 	<p><i>Assigned Readings for Week 8</i></p> <p>Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015)</p> <ul style="list-style-type: none"> • Part 4: Community and Group Models of Health Behavior Change • Chapter 14: Introduction to Community and Group Models of Health Behavior Change. • Chapter 15: Improving Health Through Community Engagement, Community Organization and Community Building. <p>DUE Oct 9th</p> <ul style="list-style-type: none"> • Flow Diagram (20 points) <p>DUE Tuesday Oct 11th End of Day (20 points).</p> <ul style="list-style-type: none"> • 3 page summary report on readings APA format.

<p>Week 8 Oct 10 - Oct 14</p>	<p>Community based health</p>	<p style="text-align: center;">WEEK 8 – October 12th</p> <p><u>Discussion on Readings Assigned Week 7:</u></p> <p>Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015)</p> <ul style="list-style-type: none"> • Part 4: Community and Group Models of Health Behavior Change • Chapter 14: Introduction to Community and Group Models of Health Behavior Change. • Chapter 15: Improving Health Through Community Engagement, Community Organization and Community Building. 	<p style="text-align: center;">Assigned Readings for Week 9</p> <p>Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015)</p> <ul style="list-style-type: none"> • Part 4: Community and Group Models of Health Behavior Change • Chapter 16: Implementation, Dissemination, and Diffusion of Public Health Interventions. • Chapter 17: Communication and Health Behavior is a Changing Media Environment. • Chapter 18: Introduction to Using Theory in Research and Practice. • Chapter 19: Planning Models for Theory-Based Health Promotion Interventions. <p>DUE Tuesday Oct 18th End of Day (20 points).</p> <ul style="list-style-type: none"> • 3 page summary report on readings APA format.
<p>Week 9 Oct 17th – Oct 21st</p>	<p>Comparative Health Cultures</p> <p>Health Disparities, Diversity and Cultural Competence</p>	<p style="text-align: center;">WEEK 9 – October 19th</p> <p><u>Discussion on Readings Assigned week 8:</u></p> <p>Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015)</p> <p>Part 4: Community and Group Models of Health Behavior Change</p> <ul style="list-style-type: none"> • Chapter 16: Implementation, Dissemination, and Diffusion of Public Health Interventions. • Chapter 17: Communication and Health Behavior is a Changing Media Environment. <p>Part 5: Using Theory in Research and Practice</p> <ul style="list-style-type: none"> • Chapter 18: Introduction to Using Theory in Research and Practice. • Chapter 19: Planning Models for Theory-Based Health Promotion Interventions. 	<p style="text-align: center;">Assigned Readings for Week 10</p> <p>Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015)</p> <p>Part 5: Using Theory in Research and Practice.</p> <ul style="list-style-type: none"> • Chapter 20: Behavioral Economics and Health. • Chapter 21: Social Marketing. • Silva, Smith, Norman (2018) Systems thinking and ethics in public health: a necessary and mutually beneficial partnership. <i>Monash Bioethics Review</i> (36)54-67.

		-	<ul style="list-style-type: none"> Chughtai and Blanchet (2017) Systems thinking in public health: a bibliographic contribution to a meta-narrative review. <i>Health Policy and Planning</i> 32, 585-594 <p>DUE Oct 23rd</p> <ul style="list-style-type: none"> Study and Intervention Characteristics group table presentation <p>DUE Tuesday Oct 25th (20 points).</p> <ul style="list-style-type: none"> 3 page summary report on readings APA format.
<p>Week 10 Oct 24 - Oct 28</p>	<p>Planning and Evaluating Public Health Programs</p> <p>Social Marketing</p> <p>Policy and Advocacy</p> <p>Systems Thinking</p>	<p>WEEK 10 – October 26th</p> <p><u>Discussion on Readings Assigned Week 9:</u> Health Behavior: Theory, Research, And Practice. 5th ed. Glanz et al. (2015)</p> <ul style="list-style-type: none"> Chapter 20: Behavioral Economics and Health. Chapter 21: Social Marketing. Silva, Smith, Norman (2018) Systems thinking and ethics in public health: a necessary and mutually beneficial partnership. <i>Monash Bioethics Review</i> (36)54-67. Chughtai and Blanchet (2017) Systems thinking in public health: a bibliographic contribution to a meta-narrative review. <i>Health Policy and Planning</i> 32, 585-594 	<p>Assignment for Week 11</p> <ul style="list-style-type: none"> Work on Systematic Review
<p>Week 11 Oct 31st - Nov 4</p>		<p>WEEK 11 – Nov 2nd</p> <p><u>Work on Systematic Review:</u> Guest Lecture TBD</p>	<p>DUE Oct 30th</p> <ul style="list-style-type: none"> Methods Section of Review

<p>Week 12 Nov 7 - Nov 11</p>		<p style="text-align: center;">WEEK 12 – Nov 9th</p> <p>APHA week</p>	<p style="text-align: center;">Assigned Readings for Week 13</p> <p>DUE Nov 6th</p> <ul style="list-style-type: none"> Outcomes and summary findings table and Quality of Evidence and Research Bias using EPHPP guidelines tables.
<p>Week 13 Nov 14 - Nov 19</p>	<p>Group Presentation - Feedback</p>	<p style="text-align: center;">WEEK 13 – November 16th</p> <p style="text-align: center;"><i>Group Presentations</i></p>	
<p>Week 14 Nov 21 - Nov 24</p>	<p>Group Presentation – Feedback</p>	<p>Thanksgiving Wed</p>	<p>DUE Nov 20th</p> <ul style="list-style-type: none"> Results and Conclusion Section
<p>Week 15 Nov 28 - Dec 2</p>	<p>Group Presentation -</p>	<p><i>Summary of course and additional paper consultation</i></p>	<p style="text-align: center;">DUE Dec 7th</p> <ul style="list-style-type: none"> Final Systematic Review Manuscript
<p>Week 16 Dec 7</p>	<p>FINAL PAPER DUE</p>	<p style="text-align: center;"><i>Final Paper DUE Dec 7th</i></p>	

OVERVIEW OF ASSIGNMENTS AND DETAILED INSTRUCTIONS

1. **WEEKLY 3 PAGE SUMMARY REPORTS (20 points each)**

READ ALL ASSIGNED MATERIAL; PREPARE SUMMARY and ANALYSIS AND/OR APPLICATION OF KEY CONCEPT(S) FROM YOUR ASSIGNED SECTIONS FOR CLASS DISCUSSION. INCLUDE YOUR PERSONAL REFLECTION ON THE INFORMATION SYNTHESIZED.

Page 1 = Title Page APA format (no abstract is needed)

Page 2 = Summary of information in readings

Page 3 = Analysis and/or Application of information in readings

Page 4 = Free thought about readings

Page 5 = Reference page APA format

GRADING RUBRIC

Weekly Summary Narrative Reports of Assigned readings (graded weekly) (up to 20 points each):

5 points = The summary is thoughtful and complete with good examples; the analysis and/or application includes original ideas about the meaning and application of the concepts; the summary and critical analysis stimulate active class discussion. Less than 5 points indicates the summary is basic and repeats the book content; the critical analysis lists elements of the concept but lacks depth of understanding.

5 points = Organization of content, flow of discussion.

5 points = Proper grammar, sentence structure, punctuation. (I will be submitting your papers though Grammarly.com to assess your level of proper grammar, sentence structure, and punctuation. I recommend you submit your papers to Grammarly.com before submitting the assignment).

5 points = American Psychological Association writing format is followed using the 7th edition . Proper referencing and citation will also be assessed.

You will be graded on writing and Technical errors in writing include spelling errors (“typos”), grammatical errors, incomplete sentences, poor language usage and incorrect formatting. All of these are completely avoidable by re-reading, editing, revising and carefully checking your work. Eliminating technical errors in your writing requires discipline and is a professional skill that is expected of anyone earning a graduate-level degree. It is very important to develop a realistic idea of your current level of writing so that you can improve. If you are weak with regard to your technical writing skills you must take responsibility for this and seek help from the Writing Center for all of your writing assignments. There are many online resources available as well. I highly recommend Grammarly.com

2. **STUDENT CONTRIBUTION TO WEEKLY DISCUSSION TWICE DURING THE TERM (up to 20 points)**

Starting September 7th, students will be required to add to the weeks lecture discussion twice throughout the semester. The professor will present material and based on student’s written summaries, 3 to 2 students must contribute their thoughts on the selected week’s readings. What did they learn? What was new to them? What critiques did they have on studies presented? What clarifications are needed? Personal experiences related to the readings?

(10 points each student for each contribution total = up to 20 points)

For each led discussion, each student will need to submit a minimum of 3 questions you will pose to the class as you lead the discussion.

- 5 points = for submitting a minimum of 3 questions or discussion points for the class DUE the day before you lead your assigned discussion.
- 5 points = for leading the discussion.

3. FINAL PROJECT (1) Systematic Review Manuscript PAPER WITH ORAL PRESENTATION

The final paper must include the following Parts and Sections and will be graded as follows:

Systematic Literature Review Manuscript in Publication Format FINAL PAPER – 20-PAGE PAPER (not including references) WITH ORAL PRESENTATION (*upload to Blackboard SafeAssign FINAL PAPER by 10am Dec 7th*). Instead of a final exam, each group will complete a Final Manuscript for Publication Paper that focuses on a behavioral health problem of relevance to the El Paso Border region, fully referenced, and formatted according to *Health Education & Behavior* (HE&B) or *Health Promotion Practice (HPP)* journal standards and instructions. The goal of the paper is to a) identify public health research related to social and behavioral indicators and disease or disease prevention, b) review the literature using PRISMA guidelines, c) provide recommendation as they relate to the 10 Public Health Essential Services.

Systematic Review Manuscript Paper Assignment:	Due Date:	Points
Groups Identified	August 31st	
Group Identify a systematic review on public health topic identified by group. Present Systematic Review objectives from identified article. Share link on BB or Article (10 points) on BB and PowerPoint (10 points) with objectives for systematic review.	Sept 6th	20
Draft and Group Presentation of Literature Review Objectives (2 objectives)	Sept 13th	20
First 5 background paragraphs of manuscript due	October 2nd	20
Flow Diagram and group presentation of article screening and selection process as recommended by PRISMA	October 9th	20
Study and Intervention Characteristics table and Group Presentation of table	October 23rd	20
Methods Section and group presentation of methods section for Manuscript	October 30th	20
Outcomes and summary findings table and Quality of Evidence and Research Bias using EPHPP guidelines and group presentation of these tables.	Nov 6th	20
Results and Conclusion Section of Manuscript and group presentation of these findings	November 20th	20
Final Group Presentation of Paper and submission for publication if deemed publishable by Dr. Concha	November 30th	20
Final Manuscript Drafts and consultation with Dr. concha	December 7th	20
Peer Evaluations of Team member contributions	December 7th	50
Total points		250