



PUBH 7160 M50 Online
Social and Behavioral Sciences Principles
The University of Memphis
Fall 2020

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Course Description

Social and Behavioral Science Principles is a core course for students enrolled in the Master of Public Health program. The course is designed to familiarize students with the contribution of social and behavioral sciences to the understanding of the distribution, etiology, and solution of public health problems. The theoretical underpinnings of the most relevant explanation, planning, change, and evaluation theories will be reviewed and illustrated with examples of the application of these models to health promotion and disease prevention with individuals, groups and communities. The format of the course is a survey of basic concepts, analytic frameworks, and social and behavioral sciences strategies that can be applied to current public health issues. Basic principles from psychology, anthropology, sociology, and other social science disciplines are analyzed in relation to the causes, consequences and control measures for public health problems.

Course Prerequisites, if any

Graduate student status

Foundational Public Health Knowledge

(Profession & Science of Public Health-PSPH)

3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health (Exam III – Q1-7)
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program (Paper 1 – syllabus pg. 4)
6. Explain the critical importance of evidence in advancing public health knowledge (Papers 1-3 – syllabus pg. 4-5)

(Factors Related to Human Health-FRHH)

9. Explain behavioral and psychological factors that affect a population's health (Exam 1 – Q10)

MPH Core Competencies

(Evidence-based Approaches to Public Health-EBAPH)

2. Select quantitative and qualitative data collection methods appropriate for a given public health context (Paper 3 – syllabus pg. 5)

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate (Discussion #4 – syllabus pg. 19)

(Public Health & Health Care Systems)

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 societal levels (Exam I – Q11)

(Planning & Management to Promote Health-PMPH)

10. Explain basic principles and tools of budget and resource management (Paper 3 – syllabus pg. 5)

11. Select methods to evaluate public health programs (Paper 3 – syllabus pg. 5)

(Communication)

18. Select communication strategies for different audiences and sectors (Exam III – Q10)

MPH Generalist Competencies

4. Describe the principles of Community Based Participatory Research (CBPR) and analyze the benefits and limitations of this approach in promoting public health. (Exam III – Q9 and Q16)

Required Manual

NCI U.S. Department of Health and Human Services. (2005). Theory at a Glance: A Guide for Health Promotion Practice. NIH Publication No. 05-3896.

https://cancercontrol.cancer.gov/brp/research/theories_project/theory.pdf

Required Readings

Peer-reviewed journal articles and/or reports will be provided by the instructor. All required readings are listed below under Schedule of Topics and Readings. Optional readings are not required but are likely to be helpful for writing the three short papers. These readings may be obtained through the University Libraries, Inter-Library Loan (ILLIAD), and are also available on eCourseware. Note that some additional readings may be assigned at the discretion of the instructor as the semester progresses.

Online Resource

Announcements and other class information may be emailed to the class by the course instructor. University policy specifies official correspondences should be sent using the U of M email address (UUIID@memphis.edu). Please use Webmail found on the University's homepage to correspond with the instructor (NOT the email feature in eCourseware). It is the student's responsibility to check his or her U of M email account daily as information related to the class will be disseminated via this channel.

Course Requirements and Grading Criteria

Discussion Boards	20% of course grade
Peer Review Assignments	10%
Exams (3)	30%
Papers (3)	30%
CITI training	10%
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TOTAL	100%

Late Assignments: Any assignment may be turned in late but will be subject to a penalty of 10% of the total assignment grade (i.e., one letter grade) for any day or portion of a day that it is submitted beyond the deadline.

Collaborative Institutional Training Initiative (CITI) research ethics and compliance training (10% of course grade)

Students are to register at the CITI website as a University of Memphis affiliate and complete the module “Social and behavioral research – basic/refreshers” training course in research ethics. This assignment is included as part of the Week 10 activities on ethics but it not due until the end of the course. However, students are strongly encouraged not to wait until the last minute to complete this assignment, since it will require several hours. Working on this assignment throughout the semester is recommended.

CITI instructions:

Go to the Collaborative Institutional Training Initiative (CITI) website at <https://about.citiprogram.org/en/homepage/>. Click on “register” and enter “University of Memphis” as your organization affiliation. Complete the 7-step registration process. When you reach Step 7, you should selection “Social & Behavioral Research Investigators” under Question 2 (Human Subjects Research). Please respond “no” or “not at this time” for all the other questions. Complete the registration process and then complete the module “Social & Behavioral Research – Basic/Refresher course”: **Save and print as a PDF Completion Certificate and upload it to eCourseware (Contents, “CITI Training” board) by Sunday, November 22, 11:59PM.**

Discussion Boards (20% of course grade)

Class participation in the online environment is a very important component of learning. Class participation takes place through postings on the discussion board. Students are expected to share their insights on the readings and projects on which they are working. Students are encouraged to discuss the relevant issues they find challenging or interesting while reading or exploring materials for this course. Students will work in virtual small groups to complete class exercises throughout the semester to enhance problem-solving, team building, and communication skills. Students should be prepared to synthesize and analyze concepts from the readings during online discussions. To facilitate this environment, each student is expected to respond to discussion questions associated with the readings.

Specifically, you are expected to 1) Post your own response to each Discussion Board topic, and 2) Respond to the post of all students in your virtual small group. You are not required but may post additional responses to students outside of your virtual small group. For due dates on Discussion Board assignments, refer to the Schedule of Topics and Readings, or the Assignment Deadlines “quick guide” located under “Contents” on eCourseware.

Peer Review Assignments (10% of course grade)

Students are expected to provide collegial feedback to their peers to facilitate the enhancement of each other’s writing assignments. Specifically, students are expected to provide written feedback to each member of their virtual small group on the 3 papers. Please make your edits and comments on each paper using “Track changes” in Word, and post on the online discussion board. Instructions on how to conduct peer reviews is contained in the handout, “How to prepare for and engage in the peer-review process” located on eCourseware in the “Other Documents” folder under the “Contents” tab. Near the end of the semester, students will use a one-page semi-structured form provided by the instructor to rate the effectiveness of their virtual small groups for peer feedback (this form is located in the “Other Documents” folder). Completing this evaluation, and peer evaluation of your participation, will count toward the grade for this assignment.

Three Exams (30% of course grade)

Exam format will be a combination of multiple-choice, true/false, and short-answer questions. These exams are designed to assess students’ knowledge of key concepts from the course and to assess students’ ability to apply course concepts to realistic public health scenarios. Material presented in the lecture slides, videos, and readings are covered on the exams. The exam will be made available on the Monday it is listed in the Schedule of Topics and will be due the following Sunday evening no later than 11:59 PM. Once you began the test, you will have two hours to complete it. It is not possible to retake or re-start the test, so please be sure to complete it once you have started it. Anticipate computer malfunctions and power outages and do not wait until the last minute to take the tests. A test may be taken late but with a penalty of 10% of the total exam score (i.e., one letter grade) per day or portion of a day. A test may be taken late only if the test was not begun during the open period; that is, a re-take may not be used to boost a grade on a completed test. Students are expected to work on the tests independently. Conferring with others, including other students in the course, is considered cheating and will be addressed according to academic misconduct policies of the School of Public Health (please see the “Academic Conduct” section, below).

Three Papers (30% of course grade)

Each student will select a public health problem and write three papers over the semester that address various aspects of the problem. The goal of this assignment is help students think critically about major issues in the application of social and behavioral sciences to public health, and to improve your professional writing skills.

Students are to select a public health problem that is of interest to them. You may select a behavioral or social risk factor (e.g., smoking, obesity, physical inactivity, air pollution, neighborhood characteristics) or a health-related outcome (e.g., cancer, diabetes, coronary heart disease, sickle cell disease, health-related quality of life). Paper 1 will present the descriptive epidemiology of the risk factor or outcome;

Paper 2 will review evidence of which risk factors are potentially modifiable, discuss how theory has been applied to understand and solve the problem, and develop a community based participatory research (CBPR) based program to improve the problem by modifying risk factors using health behavior theory; Paper 3 will develop an evaluation plan and budget for your proposed CBPR intervention.

Please contact the instructor if you would like help selecting a topic or have any questions about the assignment.

You are required to submit both a draft of each paper and a final version that has been edited after receiving peer feedback. Peer feedback on drafts will be provided by members of your virtual small group on the discussion board to encourage regular writing and promote accountability. Each student is expected to read and comment on the work of ALL members of their virtual small group. The peer review process is critical to strengthening the student's skills in providing constructive feedback, building research collaborations, and increasing collegiality. Deadlines for peer review comments and finalized versions for each of these papers are indicated in the Schedule of Topics and Readings section and discussed below. Papers submitted late will be penalized 10% of the total assignment grade (i.e., one letter grade) for each day or portion of a day that it is late. Anticipate technological problems such as slow or malfunctioning computer servers and power outages and do not wait until the last minute to submit your paper.

Where to submit your papers:

The draft version of each paper is to be submitted on eCourseware (Communication tab, Discussions folder, in the appropriate sub-folder, e.g. "Paper 1 draft for peer review").

The final version of each paper is to be submitted on eCourseware (Assessments tab, Dropbox folder, in the appropriate sub-folder, e.g., "Paper 1 final submission").

What is required in each paper:

Paper 1: **(Draft due Monday, Aug. 31, Final paper due Monday, Monday, Sept. 14)** [COMP PSPH #4 and #6]

- Define/describe the public health problem and the population of interest (e.g., age range, geography, urbanicity)
- Present epidemiological data on its major causes and mortality/morbidity trends
- Present racial/ethnic and/or socioeconomic disparity data
- Comprehensively summarize behavioral risk factors and/or social/environmental determinants of the problem that have been identified in the literature
- (Note that this requirement also pertains to Papers 2 and 3): Provide references to support all claims. A "claim" is any statement of fact or interpretation that can be challenged. All evidence cited in your paper – for mortality/morbidity trends, race/SES disparities, risk factors, etc. – must be supported with citations. Citations should be PRIMARY sources, including peer-reviewed data-based scientific articles and government data repositories (e.g., <https://www.cdc.gov/nchs/index.htm>). Do not rely on summaries of research from third-

party websites (e.g., <https://newsnetwork.mayoclinic.org>), newspaper articles, Wikipedia, etc. In using peer-reviewed scientific articles, be sure to use primary sources, i.e., data-based articles that present original research findings. Do not rely exclusively on “narrative reviews” of research findings (described here: <https://www.sciencedirect.com/topics/psychology/narrative-review>) or cite articles that are described “second hand” in another research article – find and read original research studies to support your claims using Pubmed, Psycinfo, or a similar health sciences database available through The University of Memphis Libraries. Although narrative reviews should not be used to support claims, it is acceptable to make use of systematic reviews and meta-analyses (described here: <http://www.bandolier.org.uk/painres/download/whatis/Syst-review.pdf>).

- (Note that this requirement also pertains to Papers 2 and 3): Be sure that in-text and end-of-document citations are properly formatted in APA or AMA style. (See useful websites below for APA and AMA formatting guidance).

Paper 2: (Draft due Monday, Sept. 28, Final paper due Monday, Oct. 19) [COMP PSPH #6]

- From the comprehensive list of behavioral and social determinants of the public health problem that you developed for Paper 1, select those that have the most potential to be modified (i.e., changed through public health intervention or policy). Present evidence from primary research articles and systematic reviews/meta-analyses to support that these determinants can be modified. Remember that the strongest evidence will come from 1) interventions or 2) prospective observational studies in which the exposure (i.e., a behavioral or social determinant) is assessed prior to an outcome (i.e., an indicator of the health problem).
- Identify a health behavior theory that has (or could be) applied to modify determinants of the public health problem. Describe how the theory’s constructs have been applied to prevent or treat the problem by addressing its behavioral and social determinants. If the theory has not been applied to the particular problem you are investigating, you may review studies that applied the theory to another problem and describe how/why you think it can be applied to the problem you are studying.
- Using the selected health behavior theory, describe plans for a CBPR intervention aimed at multiple levels of influence (i.e., individual, interpersonal, and community). This should be an intervention that you design rather than a description of an existing intervention from the literature. Because you will design an evaluation in Paper 3 of the CBPR intervention you describe here, it is important that you are specific about what risk factors and outcomes will be targeted and how you propose to change these risk factors based on your selected health behavior theory.
- State who your community partners will be and define their specific roles on your project. Your proposed intervention should be truly “community-based.” Don’t merely propose hiring individuals to run the project. Instead, describe how the intervention program will be embedded in the community. What essential tasks will each person or organization perform to make your CBPR intervention successful?

Paper 3: (Draft due Monday, Nov. 2, Final paper due Monday, Nov. 16) [COMP PSPH #6; EBAPH #2; PMPH #10-11]

- Describe a comprehensive plan to conduct needs, process, impact, and outcome evaluations of your CBPR intervention. Refer to Tables 2 and 3 and accompanying text in Israel et al., Health Education Quarterly, 1995 (<https://pubmed.ncbi.nlm.nih.gov/7591790/>). Describe and apply both quantitative and qualitative methods in your evaluation plan. Examples of methods that are typically used in evaluation are focus groups, structured or semi-structured interviews, Photovoice, cross-sectional surveys, longitudinal surveys, direct observation, and experimental designs such as single group pre/post tests or randomized controlled trials. Several readings and videos from Weeks 8 and 9 discuss these methods and will be helpful.
- Describe a plan to evaluate your CBPR intervention's generalizability/external validity, i.e., how useful your intervention is likely to be beyond your own project. Use a standard framework to assess your program's generalizability/external validity such as RE-AIM. The Glasgow et al. paper (<https://pubmed.ncbi.nlm.nih.gov/10474547/>) and the "Using the RE-AIM model in a faith-based dissemination & implementation study" video from Week 8 will be useful to select methods for this. Methods typically used to evaluate generalizability typically are the same as the examples I gave above (surveys, focus groups, etc).
- Propose a detailed budget and explain basic principles and tools of budget and resource management in the budget justification to carry-out the project.

Each paper should be **approximately 3 pages** in length (single spaced—NOT "multiple," "1.5," etc), Times New Roman, 11-point font, 1-inch margins) excluding references. Remember that every claim (i.e., a factual statement or an assertion that is open to challenge) must be supported by citations from the peer-reviewed scientific literature. You should rely mainly on primary citations, such as peer-reviewed journal articles (e.g., those that can be accessed in PubMed or Psycinfo databases, available through the University of Memphis Libraries) and reports or websites that provide summaries of relevant health data (e.g., <https://www.cdc.gov/nchs/index.htm> and <https://www.tn.gov/health/health-program-areas/statistics.html>). Your paper should contain multiple citations -- at least 5-7 primary sources. Do not rely on just one or two sources for your entire paper. And DO NOT USE Wikipedia, general Google queries, or the lay literature (e.g., the New York Times or Time magazine) to support your claims.

If your paper is substantially shorter than 3 pages, you should consider whether you have missed important required content or provided inadequate detail to support your claims.

Be sure to properly format your citations in the body of your paper, and in a References section, using either the American Psychological Association 7th edition (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html), or the American Medical Association citation style (https://owl.purdue.edu/owl/research_and_citation/ama_style/index.html).

Competent professional writing is an important skill to master as a graduate student. See "Writing Standards," below. As a professional document, papers should be free of spelling and grammar errors. You may wish to review the "Writing Well and Writing Honestly" slide set located in the "Other Documents" folder on eCourseware. If you need to improve your scientific writing skills, you also should consider setting up an appointment for a consultation at the Center for Writing and Communication, located in the main library (<https://www.memphis.edu/cwc/>).

A word about cheating: Papers are to be written specifically for this class; submitting written assignments that were prepared in full or in part for other classes constitutes academic misconduct. Likewise, plagiarism is serious academic misconduct and will be treated as such. Not being aware of what constitutes plagiarism does not mitigate this serious breach of academic integrity. It is your responsibility to know how to avoid plagiarism. It is suggested that you review University of Memphis plagiarism guidelines (<https://libguides.memphis.edu/citationguide>). Please also refer to the “Academic Conduct” section, below. Papers will be submitted to “Turnitin” when you submit them through eCourseware to verify the originality of content. Refer to the Academic Content section below for specific guidelines.

The instructor will use the following rubrics when grading your papers:

Grading Rubric for papers:

Requirements	Maximum points
<u>Paper 1 – Present the descriptive epidemiology of a public health problem (10% of course grade)</u>	
The public health problem is defined or described, and the population of interest is stated (e.g., U.S. adults, children of a certain age, individuals residing in a particular geographic area, urban vs. rural adults).	15
Epidemiological data are accurately summarized on trends of morbidity and mortality of the health topic, focusing on the population of interest	20
Data on racial/ethnic and/or socioeconomic disparities are accurately summarized	20
Comprehensively summarize behavioral and/or social/environmental determinants of the problem that have been identified in the literature	20
At least 5-7 peer-reviewed primary journal articles or government data repositories are cited	10
All claims are supported using primary peer-reviewed journal articles, government data repositories, and systematic reviews/meta-analyses	5
In-text and end-of-document citations are properly formatted in APA or AMA style	5
Quality of presentation: paper is formatted according to instructions in this syllabus; page requirements met; spelling and grammar are correct	5
Total points	100
<u>Paper 2 – Discuss modifiable risk factors and application of theory to address the health problem, and develop a theory-based CBPR intervention (10% of course grade)</u>	
Potentially modifiable behavioral and social determinants of the public health problem identified in Paper 1 are reviewed in detail, with evidence presented from the primary research literature to support claims that determinants are modifiable	20
A health behavior theory is described that has been (or could be) applied to the public health problem being investigated. Primary research literature is used to describe how the theory’s constructs have been applied to intervene on the problem, and how successful this has been.	20
Using the selected health behavior theory, a novel (i.e., developed by <u>you</u>) CBPR intervention is described that addresses multiple levels of influence such as individual, interpersonal, and community. It is clear what risk factors and outcomes will be targeted in the CBPR and how theory will be used to modify the risk factors.	20
Community partners (individuals and/or organizations) and their specific roles on the CBPR are described	15
At least 5-7 peer-reviewed primary journal articles or government data repositories are cited	10
All claims are supported using primary peer-reviewed journal articles, government data repositories, and systematic reviews/meta-analyses	5
In-text and end-of-document citations are properly formatted in APA or AMA style	5
Quality of presentation: paper is formatted according to instructions in this syllabus; page requirements met; spelling and grammar are correct	5
Total points	100

Paper 3 -- Develop a comprehensive evaluation plan and budget for your CBPR intervention (10% of course grade)	
A comprehensive plan is described and measures proposed for <u>needs, process, impact, and outcome</u> evaluations of the CBPR intervention that was developed in Paper 2.	30
A comprehensive plan is described and measures proposed to evaluate the CBPR's <u>generalizability/external validity</u> .	30
A detailed budget including direct and indirect costs (i.e., overhead charges), and budget justification, are proposed to conduct the CBPR program (created in Paper 2) and the evaluation (created in Paper 3).	15
At least 5-7 peer-reviewed primary journal articles or government data repositories are cited	10
All claims are supported using primary peer-reviewed journal articles, government data repositories, and systematic reviews/meta-analyses	5
In-text and end-of-document citations are properly formatted in APA or AMA style	5
Quality of presentation: paper is formatted according to instructions in this syllabus; page requirements met; spelling and grammar are correct	5
Total points	100

Grading Scale (use any of these options)

The letter grades for each requirement are assigned using the following grading scale:

- 96-100% | A+ | 4.00 (quality points)
- 93-95.9% | A | 4.00
- 90-92.9% | A- | 3.84
- 86-89.9% | B+ | 3.33
- 83-85.9% | B | 3.00
- 80-82.9% | B- | 2.67
- 76-79.9% | C+ | 2.33
- 73-75.5% | C | 2.00
- 70-72.9% | C- | 1.67
- 66-69.9% | D+ | 1.33
- 60-65.9% | D | 1.00
- <60% | F | 0.00

Please note: Students have 1 week to dispute any assignment or test grade after final grades are posted. Please review grades using the Assessments Tab “User Progress” in eCourseware (not the Gradebook).

Promoting a Positive Learning Environment

The School of Public Health recognizes its responsibility to promote a safe and diversity-sensitive learning environment that respects the rights, dignity, and well-being of all students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of contrasting perspectives and voices, together with the appreciation and valuing of different cultural and socioeconomic group practices. Moreover, we aspire to foster a climate of mutual respect and empathy, among and between students, faculty, and staff, by nurturing an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Courses will strive to provide an opportunity for all students to openly discuss issues of diversity including, but not limited to, age, disability, ethnicity, gender, race, religious beliefs, and sexual orientation.

Personal Conduct

As a community of scholars, it is expected that the instructor and students will work together at all times to create an atmosphere that fosters shared discovery and mutual respect. The instructor will be an active participant in the eCourse each week, and likewise, students are expected to sign in to the eCourse early in the week and at least twice a week to fully engage in learning and reciprocating with other students. Students are expected to handle feedback from the instructor and other classmates in a constructive manner. Students are expected to complete all assigned readings and writing assignments, and to participate in class discussions. Posts that are insensitive or irrelevant to the weekly discussions are considered disruptive and disrespectful to the instructor and other students and are not acceptable.

Communication

The best way to reach the instructor is via email (kward@memphis.edu). When doing so, please provide specific information in the subject line and text. Please allow 24 hours to receive a response. In the event that you do not, please resend the email. If you have questions, comments, or concerns about the course, please email the course instructor (Dr. Ward). If there is an issue or conflict that cannot be resolved with the course instructor, students may then go to the Assistant Dean of Academic Affairs (Dr. Nolan).

Online Make-Up and Absentee Policy

Online students are expected to maintain computer equipment and Internet access on a regular basis, and to have a reliable back-up plan in case their regular equipment and Internet provider are not available. Computer crashes, power outages, etc. are not acceptable excuses for lateness of assignments. As with regular courses, learn to back up your work on a regular basis. E-mailing attachments to yourself is always a good way to have documents available anytime. Travel, whether personal or business, is also not an excuse for not meeting deadlines. Learn to plan ahead. In case of major flooding, fire or natural disaster, the instructor will be able to verify through the news and excuse the student by individual arrangements as this affects Internet access in a wide geographic area. In the case of EXTRAORDINARY events affecting participation online, please let the instructor know 24-48 hours in advance. You may be asked to submit supporting documentation (i.e., doctor's note, obituary and death certificate, police report). Finally, the course instructor will make every effort possible to accommodate student unavailability because of religious holidays. It is the student's responsibility to advise the course instructor of religious obligations that will interfere with course demands the first week of classes.

Writing Standards

Effective managers, leaders, and teachers are also effective communicators. Written communication is an important element of the communication process. The School of Public Health recognizes and expects exemplary writing to be the norm for course work. The Center for Writing and Communication (CWC) serves all members of the University of Memphis community (undergraduate students, graduate students, faculty, and staff) as they work to become successful writers and speakers. CWC consultants are trained in writing- and speech-tutor methodology and can provide one-on-one feedback on any writing or speech in any stage of development. While the CWC welcomes the opportunity to assist clients with their writing and/or speech, it does not function as an editing service. The CWC is located on the first floor of Ned R. McWherter Library. The CWC welcomes walk-ins but appointments are strongly

recommended, especially during the busiest times of the semester (mid-terms and finals). Visit <http://www.memphis.edu/cwc/> to schedule an appointment online

Academic Conduct

All written work submitted must be the student's original work and conform to the guidelines of the American Psychological Association (APA) which are available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. This also applies to oral sources, such as material taken from lectures or interviews. Plagiarism is a serious violation of University policy. Examples of plagiarism include, but are not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers or other academic materials.

Please familiarize yourself with University of Memphis standards on plagiarism and academic integrity (<https://libguides.memphis.edu/citationguide>). It is the student's responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in serious sanctions, ranging from reduction or zero grade in that assignment, dismissal from the course with a failing grade, or suspension or expulsion, by the School of Public Health and The University of Memphis. In addition, if there is evidence of plagiarism in work that is published, the student may face legal and/or financial consequences. If the student has any doubt about acknowledgment of appropriate sources, they are encouraged to speak with their instructor or advisor.

Cheating is also not acceptable at the University of Memphis. Cheating includes but is not limited to the following: using any unauthorized assistance in taking quizzes or tests; acquiring tests or other academic material before such material is revealed or distributed by the instructor; failing to abide by the instructions of test taking procedures; influencing, or attempting to influence, any university employee in order to affect a student's grade or evaluations; any forgery, alteration, unauthorized possession, or misuse of University documents. In this online course, students are expected to complete all tests independently and to submit only written assignments that were prepared specifically for this class.

Your written work will be submitted to Turnitin for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you may be required to submit electronic as well as hard copies of your written work, or be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin's restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the instructor may be penalized or may not be accepted at all." (Office of Legal Counsel, October 17, 2005)

Awarding an Incomplete Grade

A grade of "I" (Incomplete) may be assigned by the Instructor of any course in which the student is unable to complete the work due to EXTRAORDINARY events beyond the individual's control. The "I" may not be used to extend the term for students who complete the course with an unsatisfactory grade. Unless the student completes the requirements for removal of the "I" within 45 days (for undergraduate courses, or 90 days for graduate courses) from the end of the semester or Summer term in which it was received, the "I" will be changed to an "F," regardless of whether or not the student is enrolled.

Withdrawal Policy

In accordance with University policy, withdrawal is not permitted after the date specified in the University Calendar for that term. Exceptions are made to the policy only in case of such extreme circumstances as serious illness, relocation because of employment, etc.

Americans with Disabilities Act

The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Special Needs

Any student who has special needs for assistance and/or accommodation, and who is registered with the Office of Student Disability Services should meet with the instructor during the first week of classes.

Inclement Weather Policy

In the event that inclement weather requires the cancellation of classes at the University of Memphis, local radio and television media will be notified, according to the [Emergency Closing Policy](#). Additionally, the University of Memphis has established an inclement weather hotline 901-678-0888. Please download the mobile app LiveSafe for free, the University of Memphis' emergency text messaging system, if you have not already done so.

Schedule of Topics and Readings

Week 1

Date		Introduction and Course Overview
08/17/2020		Assignments due during Week 1: - Required Discussion Board #1 (Introductions) due by Sunday, August 23, 11:59 PM

Required Readings:

Healthy People 2020 – Explore the online resources including Topics & Objectives and Leading Health Indicators at:

<http://www.healthypeople.gov/2020/default.aspx>

Holtzman, D., Neumann, M., Sumartojo, E., & Lansky, A. (2006). Behavioral and social sciences and public health at CDC. *MMWR*, 55 (Supplement 2),14-16.

<http://www.cdc.gov/mmwr/preview/mmwrhtml/su5502a6.htm>

National Academies of Sciences, Engineering, and Medicine. (2017). The Value of Social, Behavioral, and Economic Sciences to National Priorities: A report for the National Science Foundation. Washington DC: The National Academies Press. **You are responsible for reading the report highlights (4 pages).** The report can be downloaded at:

http://sites.nationalacademies.org/DBASSE/The_Value_of_Social_Behavioral_and_Economic_Sciences_to_National_Priorities/index.htm.

Office of Behavioral and Social Sciences Research (2008). Public health achievements of the behavioral and social sciences: improving health at home and abroad. NIH Publication No. 08-6376. (4 pages).

https://obssr.od.nih.gov/wp-content/uploads/2016/03/OBSSRfactsheets_Achievements_Final_04192013.pdf

Schroeder, S.A. (2007). We can do better—improving the health of the American people. *NEJM*, 357(12), 1221-1228.

<https://pubmed.ncbi.nlm.nih.gov/17881753/>

(All of these readings and links are available under the “Contents” tab on eCourseware, under “Week 1—Introduction and Course Overview”; two “optional” readings also are included that may be useful for your term paper assignment, but these are not required).

Required Discussion #1:

Student introductions

Please post 1) an introduction of yourself (such as your background, personal interests, and what public health issues most interest you), and 2) a photo of yourself, to the class by **Sunday, August 23, 11:59 PM CST**. If you would like to upload audio (MP3 file), and have the capabilities to do so, please go for it!

Also, you are expected to view and respond briefly to the posting of all other students in the class (for future discussions, you will respond only to students in your virtual small group, but to get to know each other, we will respond to all students for this first assignment).

Note that the instructor will use information about your public health interests that you provide in your introduction to create “virtual small groups” that you will work in throughout the semester. Therefore, please be sure to tell us a little about your public health interests!

Reminder: 1) Post your Introduction and 2) comment on at least 1 other student's Introduction.

Required Video:

The food deserts of Memphis: inside America’s hunger capital. The Guardian.
<https://www.youtube.com/watch?v=E6ZpkhPciaU> (13 minutes)

Week 2

Date |
 08/24/2020 |

Behavioral Risk Factors

Assignments due during Week 2:

- **Required Discussion Board #2 (Behavioral risk factors) due by Sunday, August 30, 11:59PM**

Required Readings:

Centers for Disease Control and Prevention. Behavioral Risk Factor Surveillance System: How CDC monitors risk factors and behaviors among adults.

<https://www.cdc.gov/chronicdisease/pdf/factsheets/Behavioral-Risk-Factor-Surveillance-System-H.pdf>

Fisher, E.B., Fitzgibbon, M.L., Glasgow, R.E., Haire-Joshu, D., Hayman, L.L., Kaplan, R.M., Nanney, M.S., & Ockene, J.K. (2011). Behavior matters. *American Journal of Preventive Medicine*, 40(5), e15-e30.

<https://www.ncbi.nlm.nih.gov/pubmed/21496745>

Mokdad, A. H., Marks, J. S., Stroup, D. F., & Gerberding, J. L. (2004). Actual causes of death in the United States, 2000. *JAMA*, 291(10), 1238-1245.

<https://www.ncbi.nlm.nih.gov/pubmed/15010446>

Mokdad, A. H., Marks, J. S., Stroup, D. F., & Gerberding, J. L. (2005). Correction: Actual causes of death in the United States, 2000. *JAMA*, 293(3), 293-294.

<https://www.ncbi.nlm.nih.gov/pubmed/15657315>

Public Health.org. Obesity in America. Please read the materials on the pages at: <https://www.publichealth.org/public-awareness/obesity/>, including “Obesity in America,” “Who is affected?,” “What are the consequences?,” and “What can we do?”

Required Videos:

Watch this 4-minute video: "The NIH Office of Behavioral and Social Science Research." Available at: <https://www.youtube.com/watch?v=9ChtzRqPYHU>

Watch the 3-minute video, "Nation at risk: the true toll of American obesity." Available at: <https://cmn.wistia.com/medias/cveca8ltu3> (also available at <https://www.publichealth.org/public-awareness/obesity>).

Required Discussion #2:**Behavioral Risk Factors (Due by Sunday, August 30, 11:59PM)**

Choose one of the behavioral risk factors discussed in the readings or this chapter: <https://www.ncbi.nlm.nih.gov/books/NBK43744/>. Discuss why you think this risk factor is particularly important and describe at least one public health program that aims to overcome that risk factor. Please keep response to under 100 words. Be sure to respond to the posts of all students in your virtual small group. P.S. If you would like to upload audio (MP3 file), and have the capabilities to do so, please go for it!

Discussion board opens to submit your draft of Paper 1 and peer review of your virtual small group members' papers

Please upload your draft Paper #1 to the discussion board entitled "Paper 1 draft for peer review" by **Monday, August 31, 11:59 PM**. Instructions to engage in the peer review process can be found on eCourseware under Contents --> Other Documents.

Week 3

Date |
08/31/2020 |

Health Disparities/Social and Environmental Determinants of Health

Assignments due during Week 3:

- **DRAFT Paper #1 is due Monday, August 31, 11:59 PM and should be uploaded to the "Paper 1 draft for peer review" discussion board.**
- **Required Discussion Board #3 (Social determinants and race) is due by Sunday, September 6, 11:59PM.**
- **Peer reviews of Paper #1 are due by Monday, September 7, 11:59 PM and should be uploaded to the "Paper 1 draft for peer review" discussion board.**

Required Readings:

Braveman, P., Egerter, S., & Williams, D.R. (2011). The social determinants of health: coming of age. Annual Review of Public Health, 32, 381-398.

<https://www.ncbi.nlm.nih.gov/pubmed/21091195>

CDC Health Disparities and Inequalities Report-United States, 2011. January 14, 2011 / Vol. 60 / Supplement. Available at:

http://www.cdc.gov/mmwr/preview/ind2011_su.html?source=govdelivery.

Please read the 1) Forward, 2) Rationale for regular reporting on health disparities and inequalities; and 3) Education and income – United States, 2005 and 2009. You also may wish to read any other chapters in this report that are relevant to your interests (e.g., your term paper).

Healthy People 2020--Who's leading the Leading Health Indicators. Office of Disease Prevention and Health Promotion. Please review the slide set, and also review the webpage "Increasing graduating rates in our nation's public high school," which discusses the "Diplomas Now" model program:

<https://www.healthypeople.gov/2020/healthy-people-in-action/story/increasing-graduation-rates-in-our-nations-public-high-schools>.

Jones, CP. (2000). Levels of Racism: A Theoretic Framework and a Gardener's Tale. *American Journal of Public Health*; 90: 1212–1215.

<https://www.ncbi.nlm.nih.gov/pubmed/10936998>

Smedley, B, Stith, A, Nelson, A. (2003). Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care. Summary. Institute of Medicine.

www.nap.edu/catalog/10260.html. You are responsible for reading the Summary (pp 1-28).

Required Videos:

Conversations on Health Equity, with Dr. Eliseo Perez-Stable, Part 1 (16 minutes), Part 2 (16 minutes), and Part 3 (9 minutes).

<https://www.youtube.com/watch?v=yP7D0IP9WHo>

Disentangling Race & Socioeconomic Status. By Thomas Laveist, Director, Hopkins Center for Health Disparities Solutions; William C. and Nancy F. Richardson Professor in Health Policy. (56 min) Available at:

<http://www.youtube.com/watch?v=jk7kvVrbS5k>

National Academies of Medicine. Communities Driving Health Equity: A Spotlight Video Series. Please view the 3 brief (4-5 minutes each) videos, entitled "*People United for Sustainable Housing Buffalo (PUSH Buffalo): Fighting to Make Affordable Housing a Reality on Buffalo's West Side*," "*Indianapolis Congregation Action Network (IndyCAN): Acting collectively for racial and economic equity in Indiana*," and "*Kokua Kalihi Valley Comprehensive Family Services (KKV): Fostering physical, mental, emotional, and spiritual health in Honolulu, Hawaii*." <https://nam.edu/programs/culture-of-health/driving-health-equity/>.

Required Discussion #3:

Social determinants of health as a vehicle to discuss race? **(Due by Sunday, September 6, 11:59PM)**

Often times we use the social determinants of health as a means to discuss race. Is it easier to talk about poverty, unemployment, and lack of education? Please

reflect on the impact this has on health. You may also wish to review the groundbreaking work of Dr. David R. Williams on race and health, such as this review article (<https://www.ncbi.nlm.nih.gov/pubmed/24347666>) or other articles available at <https://scholar.harvard.edu/davidrwilliams/publications?page=1> to substantiate your thoughts. Please keep response to under 100 words. Be sure to respond to the posts of all students in your virtual small group. P.S. If you would like to upload audio (MP3 file), and have the capabilities to do so, please go for it!

Week 4

Date		SBS Theories in Public Health: Health Belief Model and Theory of Reasoned Action/Theory of Planned Behavior
09/07/2020		Assignments due during Week 4: - Exam 1 opens Monday, September 7, 12:00 AM (this is the earliest you can take it) and closes Sunday, September 13, 11:59 PM (this is the deadline) – remember that you have 2 hours to take the exam once you start it. - Peer reviews of Paper #1 due by Monday, September 7, 11:59 PM and should be uploaded to the “Paper 1 draft for peer review” discussion board.

Required Readings:

I suggest reading this article first to orient you to the rest of the readings:
 NCI U.S. Department of Health and Human Services. (2005). *Theory at a Glance: A Guide for Health Promotion Practice* (pages 3-22). NIH Publication No. 05-3896.

https://cancercontrol.cancer.gov/brp/research/theories_project/theory.pdf

Lee, H., Ho, P-S., Wang, W-C., Hu, C-Y., Lee, C-H., & Huang, H-L. (2019). Effectiveness of a health belief model intervention using a lay health advisor strategy on mouth self-examination and cancer screening in remote aboriginal communities: a randomized controlled trial. *Patient Education and Counseling*, 102, 2263-2269. <https://www.ncbi.nlm.nih.gov/pubmed/31300183>

Gerend, M.A. and Shepherd, J.E. (2012). Predicting Human Papillomavirus Vaccine uptake in young adult women: Comparing the Health Belief Model and Theory of Planned Behavior. *Annals of Behavioral Medicine*, 4, 171-180. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3439593/>

Green, J. (2000). The role of theory in evidence-based health promotion practice (editorial). *Health Education Research*, 15(2), 125-129. <https://www.ncbi.nlm.nih.gov/pubmed/10751371>

Webb, TL and Sheeran, P. (2006). Does changing behavioral intentions engender behavior change? A meta-analysis of the experimental evidence. *Psychological Bulletin*, 132:2, 249-268. Please read the Abstract (p. 249), Introduction (pp.

249-253) and Conclusion (pp. 262-263); other sections are optional.

<https://pubmed.ncbi.nlm.nih.gov/16536643/>

Week 5

Date		Social and Behavioral Science Theories in Public Health: Social Cognitive Theory, Transtheoretical Model, and Diffusion of Innovations
09/14/2020		Assignments due during Week 5: - Final version of Paper #1 due by Monday, September 14, 11:59 PM

Required Readings:

I suggest reading this article ("Theory at glance") first to orient you to the rest of the readings:

NCI U.S. Department of Health and Human Services. (2005). Theory at a Glance: A Guide for Health Promotion Practice (pages 19-21—section on "Interpersonal Level" theories, and pages 27-29—section on "Diffusion of Innovations"). NIH Publication No. 05-3896.

https://cancercontrol.cancer.gov/brp/research/theories_project/theory.pdf

Hatchett, A, Hallam, JS, Ford, MA. (2013). Evaluation of a social cognitive theory-based email intervention designed to influence the physical activity of survivors of breast cancer. *Psychooncology*, 22, 829-836.

<https://pubmed.ncbi.nlm.nih.gov/22573338/>

Quinlan, K.B., & McCaul, K.D. (2000). Matched and mismatched interventions with young adult smokers: testing a stage theory. *Health Psychology*, 19(2), 165-171. <https://www.ncbi.nlm.nih.gov/pubmed/10762100>

Valente, T. W., & Davis, R. L. (1999). Accelerating the diffusion of innovations using opinion leaders. *The Annals of the American Academy of Political and Social Science*, 566(1), 55-67.

<http://eds.a.ebscohost.com.ezproxy.memphis.edu/eds/detail/detail?vid=2&sid=8905bfb8-b163-4760-87a6-0599a75d7ae4%40pdc-v-sessmgr03&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=e dsjsr.1048842&db=edsjsr>

Velicer, W. F., Prochaska, J. O., Fava, J. L., Norman, G. J., & Redding, C. A. Detailed overview of the Transtheoretical Model. Available at:

<https://web.uri.edu/cprc/detailed-overview/>

West, R. (2005). Time for a change: putting the Transtheoretical (Stages of Change) model to a rest (Editorial). *Addiction*, 100(8), 1036-1039.

<https://www.ncbi.nlm.nih.gov/pubmed/16042624>.

Week 6

Date | SBS Theories in Public Health: Organizational and Community Level Models
 09/21/2020 | **No assignments are due during Week 6, but the discussion board opens for submission of Paper #2 draft on Monday, September 21, 11:59PM, and don't forget about the online CITI training, which is due Sunday, November 22, 11:59PM)**

Required Readings:

I suggest reading this article first to orient you to the rest of the readings:

NCI U.S. Department of Health and Human Services. (2005). Theory at a Glance: A Guide for Health Promotion Practice (pages 22-31). NIH Publication No. 05-3896.

https://cancercontrol.cancer.gov/brp/research/theories_project/theory.pdf

Bassett, MT. (2016). Beyond Berets: The Black Panthers as Health Activists. *American Journal of Public Health*, 106(10), 1741-1743.

<https://www.ncbi.nlm.nih.gov/pubmed/27626339>

Community Tool Box website. University of Kansas. Read materials contained under the tabs "Outline" and "Examples."

http://ctb.ku.edu/en/dothework/tools_tk_1.aspx

Cohen, D.A., Scribner, R.A., Farley, T.A. (2000). A Structural Model of Health Behavior: A Pragmatic Approach to Explain and Influence Health Behaviors at the Population Level. *Preventive Medicine*, 30(2), 146-154.

<https://www.ncbi.nlm.nih.gov/pubmed/10656842>

Week 7

Date | Planning Health Promotion and Disease Prevention Programs
 09/28/2020 | **Assignments due during Week 7:**
 - Draft of Paper #2 is due Monday, September 28, 11:59 PM and should be uploaded to the "Paper 2 draft for peer review" discussion board.
 - Peer reviews of Paper #2 are due by Monday, October 5, 11:59 PM and should be uploaded to the "Paper 2 draft for peer review" discussion board.

Required Readings:

Bartholomew, L., K., Parcel, G. S., & Kok, G. (1998). Intervention mapping: A process for developing theory- and evidence-based health education programs. *Health Education and Behavior*, 25(5), 545-563.

<https://www.ncbi.nlm.nih.gov/pubmed/9768376>

Corbie-Smith, G., Akers, A., Blumenthal, C., Council, B. Wynn, M., Muhammad, M., & Stith, D. (2010). Intervention mapping as a participatory approach to developing an HIV prevention intervention in rural African American

communities. *AIDS Education and Prevention*, 22(3),184-202.

<https://www.ncbi.nlm.nih.gov/pubmed/20528128>

Glanz, K., & Bishop, D.B. (2010). The role of behavioral science theory in development and implementation of public health interventions. *Annual Review of Public Health*, 31, 399-418. <https://www.ncbi.nlm.nih.gov/pubmed/20070207>

Required Video:

Research-in-Progress: Integrating Public Health and Healthcare: Lessons from One Urban County.

https://www.youtube.com/watch?list=PLHvrS7I52Pj8V3MbcSLxJ46wekRK_vr_k&time_continue=29&v=pkgOyNdgJwQ&feature=emb_logo (60 minutes).

Week 8

Date |
10/05/2020 |

Evaluation of Programs

Assignments due during Week 8: Peer reviews of Paper #2 are due by Monday, October 5, 11:59 PM and should be uploaded to the “Paper 2 draft for peer review” discussion board. And a reminder that online CITI training is due Sunday, November 22, 11:59PM)

Required Readings:

Goldenkoff, R. (2004). “Using Focus Groups.” In Wholey, JS, Hatry, HP, Newcomer KE (eds.), *Handbook of Practical Program Evaluation, Second Edition*. Jossey-Bass.

Glasgow R.E., Vogt, T.M., & Boles, S.M. (1999). Evaluating the public health impact of health promotion interventions: the RE-AIM framework. *American Journal of Public Health*, 89, 1322-1327.

<https://www.ncbi.nlm.nih.gov/pubmed/10474547>

Israel, B. A., Cummings, K. M., Dignan, M. B., Heaney, C. A., Perales, D. P., Simons-Morton, B. G., & Zimmerman, M. A. (1995). Evaluation of health education programs: Current assessment and future directions. *Health Education Quarterly*, 22(3), 364-89.

<https://www.ncbi.nlm.nih.gov/pubmed/7591790>

Reach Effectiveness Adoption Implementation Maintenance (RE-AIM) Framework: read “About RE-AIM” on the RE-AIM website: <http://www.re-aim.org>.

STD PROGRAM EVALUATION TRAININGS AND TOOLS.

<http://www.ncsddc.org/std-pett-tools/> (please review “Tools developed,” “External links,” and “Short guides” for the Introduction and each of the six modules.

Why Evaluate? The Role and Importance of Program Monitoring and Evaluation. Behavioral & Social Science Volunteer (BSSV) Program. *Translating HIV prevention into culturally relevant practice*. (one page). (note: there is no weblink, but this reading is available in eCourseware under "Contents" for Week 8).

(Materials on the following 3 websites may be of interest to you, but are not required)

What is Qualitative Research?

<https://www.amherst.edu/library/find/researchguides/qualmethods#lib-study-guide-tab-container-5b845d1717bf41>

Examples of Qualitative Research. <http://www.qualres.org/HomeEval-3664.html>

GEM Grid-Enabled Measures Database. <https://www.gem-beta.org/Public/Home.aspx>

Required Videos:

Curry. L. Fundamentals of Qualitative Research Methods: Data Analysis (Module 5). <https://www.youtube.com/watch?v=opp5tH4uD-w> (17 min)

NVivo Qualitative Data Management

<https://www.youtube.com/watch?v=SgYOMNdKVwM> (40 min)

Using the RE-AIM model in a faith-based dissemination & implementation (D&I) study. https://www.youtube.com/watch?v=WgtkMx2Cyr0&feature=emb_logo. (60 minutes)

Week 9

Date |
10/12/2020 |

Community-Based Participatory Research Approaches to Health Promotion

Assignments due during Week 9:

- Exam 2 opens Monday, October 12, 12:00 AM and closes Sunday, October 18, 11:59 PM

- Discussion Board #4 (Photovoice) opens Monday, October 12, 12:00 AM and closes Sunday, October 18, 11:59 PM

Required Readings:

Cashman, S.B., Adeky, S., Allen, A.J. 3rd, Corburn, J., Israel, B.A., Montano, J., et al. (2008). The power and the promise: Working with communities to analyze data, interpret findings, and get to outcomes. *American Journal of Public Health*, 98(8), 1407-1417. <https://www.ncbi.nlm.nih.gov/pubmed/18556617>

Israel, B., Schulz, A.J., & Becker, A.B. (1998). Review of community-based research: Assessing partnership approaches to improve public health. *Annual Review of Public Health*, 19, 173-202.

<https://www.ncbi.nlm.nih.gov/pubmed/9611617>

Teti, M., Pichon, LC, Kabel, A., Farnan, R., and Binson, D. (2013). Taking pictures to take control: Photovoice as a tool to facilitate empowerment among poor and racial/ethnic minority women with HIV/AIDS. *Journal of the Association of Nurses in AIDS Care*, 24(6), 539-553.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3883445/>

Wang C., & Burris, M.A. (1997). Photovoice: Concept, methodology and use for participatory needs assessment. *Health Educ Behav*, 24(3):369–87.

<https://www.ncbi.nlm.nih.gov/pubmed/9158980>

Required Video:

Photovoice. Another journey with Chris.

<https://www.youtube.com/watch?v=xyXnnOlvgOM>

Required Discussion #4:

Photovoice Exercise (**Due by Sunday, October 18, 11:59 PM**): Please tell your story of engaging in Public Health by posting a photograph and analyzing it using the SHOWed method. Remember to post a response to each of your virtual small group members [COMP EBAPH #3]

Week 10

Date |
10/19/2020 |

Ethics in Public Health Social and Behavioral Science Research

Assignments due during Week 10:

- Final version of Paper #2 due Monday, October 19, 11:59 PM

- Discussion Board #5 (Ethics) opens Monday, October 19, 12:00 AM and closes Sunday, October 25, 11:59 PM

Required Readings:

Mays, VM. (2012). The Legacy of the U. S. Public Health Service Study of Untreated Syphilis in African American Men at Tuskegee on the Affordable Care Act and Health Care Reform Fifteen Years after President Clinton's Apology. *Ethics & Behavior*, 22(6), 411-418.

<https://www.ncbi.nlm.nih.gov/pubmed/23630410>

Minkler, M. (2004). Ethical challenges for the 'outside' researcher in community-based participatory research. *Health Education & Behavior*, 31(6), 684-697.

<https://www.ncbi.nlm.nih.gov/pubmed/15539542>

Required online training:

Go to the Collaborative Institutional Training Initiative (CITI) website at <https://about.citiprogram.org/en/homepage/>. Click on "register" and enter "University of Memphis" as your organization affiliation. Complete the registration process and complete the 17 module "Social & Behavioral Research – Basic/Refresher course": **Save and print as a PDF Completion Certificate and**

upload it to eCourseware (Contents, "CITI Training" board) by Sunday, November 22, 11:59 PM.

Required Videos:

"Photovoice: The story of substandard housing." Washington State University College of Nursing and WSU Edward R. Murrow College of Communication. (12 min) <http://www.youtube.com/watch?v=tC7lydSBmol>

When Pls Come a'Knockin': Everything Investigators Want to Know but are Afraid to Ask. (40 min) Available at:

<https://www.youtube.com/watch?v=FLoHNTuifGQ&list=PL5965CB14C2506914&index=4&t=0s>

Required Discussion #5:

Ethics in Public Health Research (**Due by Sunday, October 25, 11:59 PM**)

Write a brief discussion post on a) potential risks to participating in your proposed behavioral intervention, and b) how you will address possible threats to participant recruitment, safety, privacy, and/or confidentiality. Remember to post a response to each of your virtual small group members.

Week 11

Date |
10/26/2020 |

Social Marketing in Public Health

Assignments due during Week 11:

- Discussion board opens for submission of Paper #3 draft Monday, October 25, 12:00 AM

Required Readings:

Centers for Disease Control and Prevention. Gateway to Health Communication & Social Marketing Practice <https://www.cdc.gov/healthcommunication/> Please review links on this page, including "Channels," "Featured Campaigns," "Tools & templates," "Risk communication," "Clear communication index," and "Health communication basics."

Cheng, H, Kotler, P, Lee, NR. Social Marketing for Public Health: An Introduction. Jones and Bartlett Publishers, LLC.

Comparison of Social Marketing Principles with Community-Based Participatory Research Principles. (Table)

Grier, S, Bryant, CA. (2005). Social Marketing in Public Health. *Annual Review of Public Health*, 26, 319-39. <https://www.ncbi.nlm.nih.gov/pubmed/15760292>

Huhman, ME, Potter, LD, Nolin, MJ, Piesse, A, Judkins, DR, Banspach, SW, Wong, FL (2010). The Influence of the VERB Campaign on Children's Physical Activity in

2002 to 2006 *Am J Public Health*, 100, 638–645.

<https://www.ncbi.nlm.nih.gov/pubmed/19608963>

Required Videos:

Let's Move! "Move Your Body" Music Video with Beyoncé. (4 min) Available at:

http://www.youtube.com/watch?v=mYP4MgxDV2U&feature=player_embedded

TRUTH Campaign: Twinkle twinkle little Dick

<https://www.youtube.com/watch?v=oM8NogA-4LM>

Week 12

Date

11/02/2020

Public Health Policy and Advocacy

Assignments due during Week 12:

- Draft of Paper #3 is due Monday, November 2, 11:59 PM and should be uploaded to the "Paper 3 draft for peer review" discussion board.
- Discussion Board #6 (Politics and public health reform and advocacy) opens Monday, November 2, 12:00 AM and closes Sunday, November 8, 11:59 PM
- Peer reviews of Paper #3 are due by Monday, November 9, 11:59 PM and should be uploaded to the "Paper 3 draft for peer review" discussion board.

Required Readings:

Flournoy, R. Healthy Food, Healthy Communities. Promising Strategies to Improve Access to Fresh, Health Food and Transform Communities. (2011). PolicyLink.

https://www.policylink.org/sites/default/files/HFHC_FULL_FINAL_20120110.PDF

Ford, S., Buscemi, J., Laitner, M., Hirko, K., Newton Jr, R., Jonassaint, C., et al. (2018). Retain and Enhance Efforts to Increase Broadband Internet Availability for Health Care Access in Rural Areas. SBM Position Statement.

https://www.sbm.org/UserFiles/file/RuralBroad_State18_v2.pdf

Required Videos:

The Art and Craft of Policy Briefs: Translating Science and Engaging Stakeholders. Available at:

<https://www.youtube.com/watch?v=R1GpcAoBvnc&feature=youtu.be> (18 minutes)

Low-Income Shoppers Thrive At City Heights Farmers Market.

<http://www.youtube.com/watch?v=i3sO6yjVdb8> (3 minutes)

You Can't Put A Price on That! <http://www.marketmakeovers.org/mmtv/you-cant-put-a-price-on-that> or

<https://www.youtube.com/watch?v=VwJskjiKhiY> (9 minutes)

Required Discussion #6:

Politics and Public Health Reform and Advocacy (**Due by Sunday, November 8, 11:59 PM**).

Select a health policy brief from Robert Wood Johnson Foundation's "Health policy in brief" collection on their website (<https://www.rwjf.org/en/library/collections/health-policy-in-brief.html>). Briefly (<100 words) reflect on the quality of its assessment of the problem and recommendations. Make use of the recommendations in the video "The Art and Craft of Policy Briefs: Translating Science and Engaging Stakeholders" to inform your discussion. Remember to post a response to each of your virtual small group members

Week 13

Date |
11/09/2020 |

Budgeting of health promotion programs

Assignments due during Week 13:

- **Peer reviews of Paper #3 are due Monday, November 9, 11:59 PM and should be uploaded to the "Paper 3 draft for peer review" discussion board.**

Required Readings:

CDC Guidelines for budget preparation. (located on eCourseware, under "Contents," Week 13)

Graham, D.G., Spano, M.S., Stewart, T.V., Staton, E.W., Meers, A., & Pace, W.D. (2007). Strategies for Planning and Launching PBRN Research Studies: A Project of the Academy of Family Physicians National Research Network (AAFP NRN). *JABFM*, 20(2). **Please read pages 222-223 ("Creating a practical budget").**
<https://pubmed.ncbi.nlm.nih.gov/17341759/>

National Healthy Worksite. Worksite Health Budget Template (508). (located on Courseware, under "Contents," Week 13)

NIH. Detailed budget for initial budget period, direct costs only. (PHS 398), January 2013. (located on eCourseware, under "Contents," Week 13)

Week 14

Date |
11/16/2020 |

The end is near!

Assignments due during Week 14:

- **Final version of Paper #3 due by Monday, November 16, 11:59 PM**
- **Exam 3 Opens Monday, November 16, 12:00 AM and closes Sunday, November 22, 11:59 PM**
- **Discussion Board #7 (Reflections on paper assignments) opens Monday, November 16, 12:00 AM and closes Sunday, November 22, 11:59 PM. Remember to respond to the posts of all students in your virtual small group.**

- **Required Discussion #7:** In 100 words or less, what are the highlights, or impressive/unexpected lessons that you learned from your paper topic? **Due by Sunday, November 22, 11:59 PM**
- **CITI training due Sunday, November 22, 11:59 PM:** Save and print as a PDF Completion Certificate and upload it to eCourseware (Contents, "CITI Training" board)
- **Virtual small group evaluation** – due by Friday, November 27, 11:59 PM

Note: The schedule and readings are tentative and are subject to change.