Instructor information:
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Adjunct Instructor
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Non-private communication related to this course should be posted on the Bulletin Board in the ‘class community’ section; this is where you should post general questions about the course or course assignments. For private communication related to this course, please use the Blackboard Messages function.

Brief course description:
This course provides an introduction to the contribution of behavioral, psychological, social, organizational, community, and policy level factors in determining the health of populations. The course will provide students with an overview of important concepts, theories, and methods from the social and behavioral sciences in order to expand their ability to understand, analyze, and effectively address public health problems.

Course overview:
This course provides an overview of the social determinants of health-related behavior and health outcomes. We will address some of the behavioral, social, organizational, community, and policy level factors that determine or predict health and health-related behavior.

We will use as our framework for discussion the Ecological Model of Health-Related Behavior (Module 1). For the individual level of influence on health, we will be learning about key health behavior theories often used to explain health-related behavior: Social Cognitive Theory, Theory of Planned Behavior, Health Belief Model, and the Transtheoretical Model (Module 2). Because public health interventions can be more effective if they are multifaceted, we will also learn about influences outside of the individual’s immediate control that often determine behavior, and we will discuss how these influences occur at multiple levels: interpersonal/social (Module 3), organizational/institutional (Module 4), community (Module 5) and policy/regulatory levels (Module 6). We will also learn about media influences on health (Module 7).

We will explore the important subject of health disparities as we discuss the relationship between socioeconomic status, race, ethnicity, and gender and health-related behavior/health outcomes. We will also learn about health literacy (Modules 9-10).

The ultimate goal of this course is to learn how to apply knowledge about influences on health to the development of effective public health interventions. A brief introduction to planning for and evaluating a program or intervention will be presented, as well as ethical principles underlying public health interventions and policies (Module 11).
Course competencies:

The course will allow students to meet all 10 of the ASPH Social and Behavioral Science Competencies:

Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.

Identify the causes of social and behavioral factors that affect health of individuals and populations.

Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.

Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.

Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.

Describe the role of social and community factors in both the onset and solution of public health problems.

Describe the merits of social and behavioral science interventions and policies.

Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.

Apply ethical principles to public health program planning, implementation and evaluation.

Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

Students will also meet this ASPH Professionalism competency:

Analyze determinants of health and disease using an ecological framework.

Required textbook, articles, and notes:


In addition to the required textbook, there are a number of required articles and chapters. These articles/chapters are available on the Blackboard site. Lecture notes and other course materials will be posted on the Blackboard site in each module.
Course grade and assignments:

Quizzes (4 quizzes, 6% each)  
Final exam  
Discussions (6 at 5% each)  
Training courses and reflection (4 at 5% each)  
Plagiarism Tutorial  
Meet Your Classmates  

24%  
20%  
30%  
20%  
3%  
3%  

A traditional grading scale is typically used to assign final course grades (i.e., 90-92 is an A-, 87-89 is a B+).

Due dates for all assignments, including discussion posts, are located on pp.7-8 of the syllabus.

Quizzes and Final Exam
The quizzes and final exam will consist of mostly multiple-choice, true/false, and matching type questions. Some short answer or short essay questions may also be included. They will be timed and will only be available to take during the specified dates provided in the syllabus. Any concerns about taking the quizzes/exams during the specified dates must be discussed with the professor before the module begins. Once you start the quiz or exam, you cannot stop and come back to it later. You may use your books and notes, but you are not allowed to share questions or compare answers with your classmates. You will be penalized with a grade of 0 and reported to the Dean of Graduate Studies if cheating occurs. Although you will be allowed to use your course materials during the quiz, please note that if you have not reviewed the lecture notes and readings for that module, it will be difficult to answer the questions correctly in the time period provided. Once the quiz/exam becomes available and you click on the link for it, you will see specific instructions for how to complete the quiz/exam. If you experience technological difficulties during the quiz/exam, you MUST notify the instructor immediately. Please be sure to take the quiz from a computer with a stable internet connection.

Discussions
Thoughtful participation in online discussions is really at the heart of this course. Essentially, reading the lecture notes and participating in the discussions takes the place of coming to class each week. Throughout the semester, I will post 6 discussion questions. Your participation in these discussions will be evaluated with respect to the quality, quantity, and timeliness of your contributions to the discussion. I will participate in these discussions, although not extensively, as these should not be conversations between us, but rather discussions among the whole class.

You must post at least 2 types of contributions for each discussion.

1. First, each student is required to post an “Original Response” to the question I pose (see pages 7-8 for due dates). This “original response” should be no more than 250 words. The subject line should be descriptive (i.e., say something about the content of the response) and should begin with the words "Original Response" (e.g., Original Response: Health Behavior Theories and My Exercise Behavior).

2. Also, each student must post a thoughtful reaction (“My Reaction”) to one other student's original response. The subject line for these reactions should again be descriptive and should begin the words "My Reaction" (e.g., My Reaction: How do you stay so motivated to exercise?").
Finally, each student should also respond briefly to any student who "reacts" to their original response (although you do not need to respond to “My Reactions” that come in on the last day of the Module). These responses will not be graded by me; however, students’ overall grades for the discussions will take into account whether or not they thoughtfully responded to other student's reactions.

Beyond these requirements, students are welcome to make additional contributions to the discussions. I will read each contribution, but will only grade those that are intended to fulfill the basic requirements for the module (as indicated by the words "Original Response" or "My Reaction" in the subject line). Please use the subject line "Additional Response" for responses beyond what is required.

NOTE: Posts such as: "I agree", "Good question", or "Good answer"; any post that is just an opinion, or is unsubstantiated; any post that is carelessly typed, poorly thought-out, grammatically incorrect or confusing; any post that is disrespectful of another student or any other person, etc., are not acceptable. A high quality post contains information from the textbook or other valid sources, or applies a concept from the text or course in a meaningful way, or facilitates understanding of the course material or topic. A grading rubric will be included with the instructions for each discussion.

Training Courses
Instructions for accessing the training courses and information about them are given in the modules where they are assigned on the Blackboard site. The training courses are online mini-courses that were created by the Center for Public Health Continuing Education at the UAlbany School of Public health. You will be taking them and obtaining a certificate to show you completed them. You will also be asked to submit a short (no more than 250 words) reflection on each training course.

You should treat all assignments, including discussion posts, as formal written assignments. They should be written in complete sentences and properly referenced using APA style. Theories mentioned in all assignments must be cited (using lecture notes or readings).
Class policies and expectations:

*Respect for others*: In this class we expect everyone to be respectful of one another. Respect for each other's viewpoint and contribution is an expectation in this course. Therefore, we ask that you please be courteous and refrain from using inappropriate language. Personal accusations or demeaning comments and behavior will not be tolerated. Please be respectful of the diverse opinions and views of your classmates, even if you disagree with them.

**NOTE:** The professor reserves the right to remove any questionable or offensive material from public areas of this course.

*Disability*: Any student in this course who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact the instructor during the first week of class to discuss accommodations necessary to ensure full participation and to facilitate your educational experience.

*Syllabus*: This syllabus should be considered a guide and may be modified. If the syllabus is modified, students will be given notice in a timely fashion. Students are responsible to apprise themselves of changes to the syllabus.

*Assignments*: All assignments are due on the assigned date and time. If you expect you may have a problem completing work on time, please address this with the professor BEFORE the due date. While I sometimes send out reminders about assignments due, it is ultimately the responsibility of the student to make sure they complete all work by the due date.

You may turn assignments in late but, if you choose to do so, 5% will automatically be deducted from your final score for missing the due date and an additional 5% will be deducted for every additional day the assignment is late. Discussions cannot be made up as they involve interaction with other students. **Quizzes and exams CANNOT be completed late unless special permission has been obtained from the instructor in advance.**

*Extra credit*: There is no extra credit work available for students who want to improve their grade in the course. You earn your grade based on the work you submit for each assignment. Feel free to ask the professor for help or clarification about assignments prior to turning them in.

*Writing and references*: All assignments, including discussions, will be graded not only on content, but presentation and proper citation of sources. **Please note, I am looking for you to apply concepts and ideas from the readings or course in a meaningful way when developing your assignments, so I expect to see references to lecture notes, slides, or course readings.**

You should familiarize yourself with the **APA style of citation, which is required for this course.** The guidelines are available on the University Libraries web site: [http://library.albany.edu/cfox](http://library.albany.edu/cfox)
It is expected you will use scholarly journal articles, books, reports, and your textbook as references. Many academic journals can be accessed through the UAlbany library website:  
http://xg9ax2jm9j.search.serialssolutions.com/

You may also use sources from the Internet for your assignments. This information must also be cited properly. Some students have copied and pasted text from these online documents into their own assignments without citing the source. This constitutes plagiarism and academic dishonesty (see next section).

Even information used from lecture notes and class readings should be cited. In an online class, it is especially important to cite your work because everything is written.

Also, if you use exact wording from a source (or tables, etc.), even if you provide a reference, this wording must be included in quotation marks (or in the case of a table, you must state that it is copied from the source). Not doing so is considered plagiarism. Excessive use of direct quotes is discouraged, as it is expected you will be sharing your own ideas in your assignments, and just backing them up with statements or data from references.

For those of you who want to develop a more effective writing style, the following texts are recommended:


*Academic integrity: Students are expected to use ethical and honest behavior in carrying out all assignments and course requirements. As per University policy plagiarism, cheating on quizzes and exams, multiple submission of the same work, forgery, sabotage, unauthorized collaboration with other students, falsification of work, bribery or use of purchased research reports or assignments without appropriate notation are all considered forms of academic dishonesty, as is theft, damage, or misuse of library or computer resources. Attempts to commit such acts shall also constitute academic dishonesty. The burden on avoiding plagiarism falls solely on the student.

Students should become familiar with the University’s definitions and policies as detailed in the Graduate Bulletin and in the University’s Community Rights and Responsibilities which is available at the following website:  
http://www.albany.edu/studentconduct/community_rights_and_responsibilities.php

You are also required to take a plagiarism tutorial. A link is provided on the Blackboard site. For any assignment, feel free to consult with the professor to get clarification about potential plagiarism issues, PRIOR to submitting your assignment. Once the assignment is submitted, if the professor finds evidence of plagiarism, the professor will apply penalties according to the policy below.
Plagiarism Policy

Plagiarism in any course assignments may result in a grade of "0" for that assignment and possibly a failing grade for the course depending on what percent of the final grade that assignment contributes.

A second incident of plagiarism will automatically result in a failing grade for the course.

Please be advised that professors are required to report instances of academic dishonesty, including plagiarism, to the Dean of Graduate Studies.

HPM 525
Class schedule and assignment due dates*, Spring 2017

<table>
<thead>
<tr>
<th>MODULE # and DATE</th>
<th>TOPICS</th>
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<tbody>
<tr>
<td>1/9</td>
<td>Course becomes available</td>
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| Module 1 1/23-1/29 | Getting to Know the Online System  
INTRODUCTION TO THE ECOLOGICAL MODEL  
PLAGIARISM TUTORIAL (due 1/29)  
MEET YOUR CLASSMATES (due 1/29) |

**LEVELS OF THE ECOLOGICAL MODEL**

| Module 2 1/30-2/12 | Individual Level Influences and Behavior Theories  
(Health Belief Model, Theory of Reasoned Action/Planned Behavior, Transtheoretical Model, Social Cognitive Theory)  
DISCUSSION 1 ("Original Response" due 2/1; "My Reaction" due 2/5)  
QUIZ 1 (available 2/9-2/12 and includes information from Modules 1&2) |
|--------------------|-----------------------------------------------|
| Module 3 2/13-2/19 | Interpersonal Influences: Social Relationships, Stress and Coping  
DISCUSSION 2 ("Original Response" due 2/15; "My Reaction" due 2/19) |
| Module 4 2/20-2/26 | Organizational Influences  
DISCUSSION 3 ("Original Response" due 2/22; "My Reaction" due 2/26) |
| Module 5 2/27-3/5 | Community Influences  
QUIZ 2 (available 2/27-3/5 & includes information from Modules 3, 4, & 5) |
| Module 6 3/6-3/10 | Policy Level Influences  
DISCUSSION 4 ("Original Response" due 3/8; "My Reaction" due 3/10)  
*Note: Module slightly shorter than usual; Classes are suspended from March 11 to March 19 for Spring Break. |
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<tr>
<th>Module 7</th>
<th>Media Influences</th>
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<tr>
<th>Module 8</th>
<th>Ecological Model Summary</th>
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<tr>
<td>3/27-4/2</td>
<td>QUIZ 3 (available 3/30-4/2 &amp; includes information from Modules 6, 7, &amp; 8)</td>
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**SOCIAL DETERMINANTS OF HEALTH**

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<th>Module 9</th>
<th>Race, Ethnicity, Gender, Cultural Competency</th>
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<tr>
<td>4/3-4/9</td>
<td>TRAINING COURSE 1 (Certificate and reflection due 4/9)</td>
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<td>DISCUSSION 6 (“Original Response” due 4/5; My Reaction due 4/23)</td>
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<tr>
<td>4/10-4/30</td>
<td>TRAINING COURSE 2 (Certificate and reflection due 4/23)</td>
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<td>QUIZ 4 (available 4/10-4/30 &amp; includes information from Modules 9 &amp; 10)</td>
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<td>* Note: Module longer than usual; Classes Suspended April 10-12 for Passover; and April 17 for Easter.</td>
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**PUBLIC HEALTH PROGRAMS**

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<tr>
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<th>Public Health Ethics, Program Planning, Logic Models, and Evaluation</th>
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<td>5/1-5/7</td>
<td>TRAINING COURSE 3 (Certificate and reflection due 5/4)</td>
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<td>TRAINING COURSE 4 (Certificate and reflection due 5/7)</td>
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<th>Module 11a</th>
<th>Final Exam and Course evaluation</th>
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<td>5/8-5/14</td>
<td>FINAL EXAM (available 5/8-5/14)</td>
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<td><em>Course Evaluation can be completed through MyUAlbany</em></td>
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*Note: Assignments are due by 11:59PM on the due date unless otherwise noted.*
COURSE INTRODUCTION

MODULE 1: Introduction to Course & The Ecological Model

APA Tutorial. (pp.13-26). Available at: http://flash1r.apa.org/apastyle/basics/index.htm


LEVELS OF THE ECOLOGICAL MODEL

MODULE 2: Individual Level Influences & Behavior Theories


Optional:


**MODULE 3: Interpersonal Level Influences**


Optional:


**MODULE 4: Organizational Level Influences**


Optional:


**MODULE 5: Community Level Influences**


Optional:

**MODULE 6: Policy Level Influences**


Optional:
MODULE 7: Media influences on health


Optional:


MODULE 8: Ecological Model Summary


Optional:
SOCIAL DETERMINANTS OF HEALTH

MODULE 9: Race, Ethnicity, Gender, Cultural Competency


*Optional:*


MODULE 10: SES, Health Literacy


*Optional:*


PUBLIC HEALTH PROGRAMS

MODULE 11: Public Health Ethics, Program Planning, & Logic Models


*Optional:*