

24 Proposal #
(Academic Affairs use only)

S20KHS23 Proposal #
(College use only)

REQUEST FOR A NEW COURSE

University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

Course Subject	Recommended Number	Course Title (maximum of 30 characters) <small>*Remember when abbreviating names, this is how they will appear on student's transcripts.</small>
HLTH	5XX3	Comm Health Theory & Practice

Course Title: (full title of course if longer than 30 characters)

Community Health Theory and Practice

For information regarding CIP codes contact your department chair or visit: http://www.uco.edu/academic-affairs/ir/program_inventory.asp

CIP Code: 51.2207

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.

Course description only Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12.
(Please use standard American English including full sentences.)

This course provides an in-depth study of the theory and application of health promotion with emphasis on research related to determinants of health. Factors that influence health-related behaviors as well as the role of individuals, groups, institutions, social structures, and policy in encouraging and discouraging healthy behaviors will be examined.

Kinesiology and Health Studies

Department submitting the proposal

<u>Dr. Sunshine Cowan</u>	<u>Jcowan1@uco.edu</u>	<u>5238</u>
Person to contact with questions	email address	Ext. number

Approved by:

[Signature] 8/21/2020
Department Chairperson Date

[Signature] 8/21/20
College Curriculum Committee Chair Date
(Please notify department chair when proposal is forwarded to dean.)

[Signature] 8/21/20
College Dean Date
(Please notify the department chair when proposal is forwarded to AA.)

Academic Affairs Curriculum or Graduate Council Date

Office of Academic Affairs Date

Effective term for this new course
(Assigned by the Office of Academic Affairs.)

HS

- Does this course have an undergraduate / graduate counterpart?
 Yes No
- Is this proposal part of a larger submission package including a program change?
 Yes No
- Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACCC or Graduate Council.)
 Yes No If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.
 CTE Approval (Stamp or initial) _____

4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?
 Yes No If yes, when was the most recent offering? _____

5. Does this course affect majors or minors outside the department?
 Yes No If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.

6. Prerequisite courses:
 Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404
 Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)
 N/A

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?
 N/A

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.
 N/A

9. Will this course have enrollment restrictions?
 Yes No If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.
 Check one: May _____ May not _____
 Major Code: _____

11. Which of the following student classification(s) may enroll in this course?
 Check all that apply:
 Graduate (2) 19 + hours
 Graduate (1) 0-18 hours
 Post Baccalaureate * _____
 Senior _____
 Junior _____
 Sophomore _____
 Freshman _____
 * Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.
 Admission to Graduate Programs
 Admission to Nursing Program _____
 Admission to Teacher Education _____
 Other _____

13. **Course objectives:** Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints>.)

Upon completion of this course, students will be able to:

1. Apply evidence-based approaches to solving public health problems *TL I, III, VI; CHES III, IV*
2. Compare individual, interpersonal, organizational, community, and societal/policy-oriented theories of health behavior *TL I, V, VI; CHES IV*
3. Evaluate the strengths and limitations of different theories *TL I, III, VI; CHES VII*

Course Detail Information:

14. Contact Hours (per week)

 3 Lecture hours (in class)

 Lab hours (also studios)

 Other (outside activities)

15. Repeatable course.

 1 Number of times this course can be taken for credit.

16. Schedule type: (select one only)

 Activity P.E. (A)

 Lab only (B)

 Lecture/Lab (C)

Lecture only (L)

 Recitation/Lab (R)

 Student Teaching (STU)

 Studio Art/Design (XSU)

17. List existing course(s) for which this course will be a prerequisite. Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

 N/A

18. What resources, technology or equipment must be acquired to teach this course? List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

 Resources, technology, and supplies will be shifted from the course this is replacing. As a result of this shift, no new items will be required.

19. The UCO Library has the required library resources available for this new course?

Yes No If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.

 Dr. Jamie Dunnington, library liaison; discussed summer 2020; public health journals and needed library resources are already available in the library.

If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)

 N/A

20. Names of current faculty qualified to teach this course.

 Dr. J. Sunshine Cowan, Dr. Kerry Morgan, and Dr. Jamie Dunnington

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:

N/A

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.

This course will be taught by a full-time faculty member in the public health program. Faculty salary will be incorporated in their full-time teaching load. This course is replacing another course in the program, so no new costs associated with staffing or equipment will occur

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.

N/A

24. Projected enrollment for two academic years following approval of new course:

Semester	2020	2021
Fall	10	12
Spring	--	--
Summer	--	--

25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:

Non-liberal arts and sciences
 Liberal arts and sciences

"The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences." State Regents Policy and Procedures. Chapter 2, Section 5, "Degree Requirements" part 1, (2). P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)

Our program had a faculty member move and we have added another faculty member in their place. The faculty member we lost held expertise in sexuality education. Our graduate sexuality class was not required for accreditation purposes although it fit nicely under the umbrella of potential courses; we included that course knowing that our former faculty member had ongoing research and expertise in that area and that MPH students would benefit from it. In her absence, we have decided to replace that course with another that will be of benefit to students, still align with accreditation oversight, and fit existing faculty expertise.

27. Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

Discipline Knowledge
 Leadership
 Research, Scholarly and Creative Activities

Service Learning and Civic Engagement
 Global and Cultural Competencies
 Health and Wellness

 X

 X

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: http://www.uco.edu/academic-affairs/files/aacc/forms/CLC%20table4_07.pdf.)

5000 LEVEL COURSES

Course Level Characteristics	Please describe how this course meets this requirement.
1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.	Students admitted to this program will have submitted a current resume and position statement discussing their professional goals and focus for the field. Students are expected to have background knowledge based on their undergraduate education or current employment, or they will complete required (and free) online modules providing an undergraduate-level foundation in order to ensure that they are current in their knowledge. Because of this, it is assumed that students are able to communicate effectively, apply critical thinking, and appropriately use sources.
2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.	Students are expected to have background knowledge based on their undergraduate education or current employment, or they will complete required (and free) online modules providing an undergraduate-level foundation in order to ensure that they are current in their knowledge.
3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum: <ol style="list-style-type: none"> a. Students should be required to undertake original scholarly/creative activity. b. Students should assume greater responsibility for mastering the subject matter. c. Close working relationships should exist between instructors and students. 	Students in this course will be required to complete a theory paper, submit reflections, facilitate discussions of research articles, and show mastery of the subject based on their theory paper. Faculty and students will work together to synthesize course information.

Kinesiology & Health Studies University of Central Oklahoma
HLTH 5XX3 CRN XXXXX COMMUNITY HEALTH THEORY & PRACTICE

J. Sunshine Cowan, Ph.D., MPH, MCHES®
Office Telephone: 405.974.5238

Office Location: HPE 012
E-mail: jcowan1@uco.edu

Office Hours: Monday and Wednesday: 1:00-2:00 pm; Tuesday 9:30-10:30 am and 1:00-2:00 pm; and Thursday: 9:30-10:30 am; and by appointment

Required Texts:

Glanz, K., Rimer, B. K., & Viswanath, K. (Eds.) *Health behavior and health education: Theory, research and practice*. San Francisco: Jossey Bass Publishers.

Ariely, Daniel (2010). *Predictably Irrational: The Hidden Forces that Shape our Decisions*. New York: Harper Collins Publishers.

Coates, Ta-Nehisi (2015). *Between the World and Me*. New York: Random House, LLC.

Publication Manual of the American Psychological Association. (7th ed.). Washington, DC: American Psychological Association.

Additional readings will be assigned on D2L.

Other APA resources: <https://libguides.uco.edu/APA>

COURSE DESCRIPTION:

This course provides an in-depth study of the theory and application of health promotion with emphasis on research related to determinants of health. Factors that influence health-related behaviors as well as the role of individuals, groups, institutions, social structures, and policy in encouraging and discouraging healthy behaviors will be examined.

PREREQUISITES : Graduate Standing

UCO Transformative Learning Tenets

The mission of UCO: *Helping Students Learn*

The objectives for this course align with the UCO Central Six Tenets of Transformative Learning, which provide transformative learning experiences for students and are as follows:

I. Discipline Knowledge

- II. Leadership**
- III. Problem Solving (Research, Scholarly & Creative activities)**
- IV. Service Learning and Civic Engagement**
- V. Global and Cultural Competencies; and**
- VI. Health and Wellness**

National Commission for Health Education Credentialing, Inc.

Responsibilities and Competencies for Health Education Specialists

The Eight Areas of Responsibility contain a comprehensive set of Competencies and Sub-competencies defining the role of the health education specialist. These Responsibilities were verified by the 2020 Health Education Specialist Practice Analysis II (HESPA II 2020) project and serve as the basis of the CHES® and MCHES® exam beginning 2022.

CHES Eight Areas of Responsibility:

Area I: Assessment of Needs and Capacity

Area II: Planning

Area III: Implementation

Area IV: Evaluation and Research

Area V: Advocacy

Area VI: Communication

Area VII: Leadership and Management

Area VIII: Ethics and Professionalism

Student Learning Objectives:

Upon successful completion of the course the student will be able to:

1. Apply evidence-based approaches to solving public health problems *TL I, III, VI; CHES III, IV*
2. Compare individual, interpersonal, organizational, community, and societal/policy-oriented theories of health behavior *TL I, V, VI; CHES IV*
3. Evaluate the strengths and limitations of different theories *TL I, III, VI; CHES VII*

PUBLIC HEALTH PROGRAM FACULTY – SCIENTIFIC/POLITICAL STATEMENT

Faculty in the Public Health Program at UCO are committed to the exploration of the public health field through scientific inquiry and investigation. This consists of embracing health promotion, including the accurate dissemination of research through health education; the advancement of ongoing advocacy efforts; the support of public policy as guided by scientific study; and the continued improvement of physical, social, economic, and political determinants of health. As professionals in the field, we wholeheartedly believe that scientific research should ultimately drive public policy (rather than the other way around). We embrace the foundation of public health – which is social justice – and we hold true to the belief that “all policy that impacts the health of populations is health policy.” Research and dissemination of health education on a host of topics (e.g. teen pregnancy prevention, gun violence prevention, climate change, racism, health equity, access to healthcare, living wage advocacy, etc.) are often politicized in our society - despite the fact that these issues directly influence the longevity and

quality of life among populations and thus, should be researched and discussed rather than ignored due to polarization.

It is a core professional value among our program faculty to continue to research, discuss, and advocate for best practices on a host of public health matters that significantly impact the lives of those we serve. Ethically, we owe it to you – our students – as well as to the broader communities we serve, to ensure that your education provides both breadth and depth on these topics, while addressing the relevant factors of our field. Ultimately, we concern ourselves with the improvement of the public's health and your education as a future practitioner over and above any controversy surrounding what is credible research. For this reason, our faculty consistently share credible and reliable research, best practices, and data on pertinent public health issues. We ensure that your education includes feedback on how to work in cultural and political climates; however, we do not address these topics based on politics nor are we swayed from our commitment to social justice based on any given political climate. Instead, we focus our work and promote health for broad populations and diverse communities based on scientific study and best practices in our field.

INSTRUCTIONAL PROCESS:

This course may include, but not be limited to: lecture, class and small group discussions, oral and written analysis of concepts and theories, research, guest lecturers and presentations, mock settings/simulations, in-class and outside assignments, video and other resources, student presentations, and/or utilization of the computer lab.

Lectures and class assignments will supplement and clarify the text. Students are expected to read the material **prior to** class and to engage in class or small group discussion regarding the material in the textbook. Students are responsible for all assigned readings, class lectures, discussions, films, etc. **It is the responsibility of the student to obtain copies of assignments, handouts, and notes if absent from class. EXCHANGE CONTACT INFORMATION WITH ANOTHER CLASS MEMBER FOR THIS PURPOSE.**

ATTENDANCE:

Class will begin promptly at 4:30 pm and may meet at other designated locations and times. Promptness and attendance are expected. Many of the activities and discussions build on work from previous sessions, so attendance is an important part of class participation and preparation. No more than 2 absences will be allowed regardless of circumstance. If more than 2 absences are expected/occur, you should drop the course and enroll in a semester that will better accommodate your schedule. If you must miss a class, please let me know in advance, and it is your responsibility to obtain copies of assignments, handouts, and/or notes from a classmate. Exchange contact information with other class members for this purpose.

Documented university sanctioned events and/or military obligations are not identified as an absence and do not fall under these guidelines; however, students must provide official verification for these absences or academic penalties outlined in this syllabus apply and must submit work on time.

Use of electronic devices

During class cell phones must remain on vibrate, if on at all. Please refrain from texting, tweeting, facebooking, checking email, web browsing, or any other non-essential electronic activity. A five-point deduction may be taken from the final grade for each occurrence.

WRITTEN PROJECTS/ASSIGNMENTS:

Assignments must be computer generated and are due at the beginning of the class on the due date. Assignments are required to be submitted to the appropriate D2L Dropbox folder. Assignments will only be accepted up to one class period late and will receive a maximum of 50% credit. After one class period, no grade will be given.

Assignments must be turned in by hard copy (and electronically upon request).

1. Theory Paper – 100 possible points

Option #1: Write an 8-10 page paper that summarizes theory applied to a health behavior of your choice, and cite research on how well it has worked. The paper should address issues pertinent to the development, implementation, or evaluation of a theory-based health behavior change intervention. For instance, you can write about how one health behavior, such as condom use, has been explained and modified using two or three behavioral theories or concepts.

Option #2: Write about one theory and its utility in explaining two or three behaviors. As with option #1, the paper should address issues pertinent to the development, implementation, or evaluation of a theorybased health behavior change interventions.

2. Discussion Lead for Readings – 50 possible points

Students will be responsible for facilitating discussions throughout the semester on assigned readings.

3. Reflection on *Between the World and Me*– 50 possible points each

Explore structural constructs that were described in the book that influence health outcomes. Choose 3 methods in which the book explains and predicts how behavior is influenced by these structures. Compare and contrast these predictions to other health behavior constructs. Address how those points can be applied to health behavior as well as their application to different theories and constructs. Conclude by discussing the book's value for public health professionals and health behavior theory.

4. Reflection on *Predictably Irrational* – 50 possible points

Summarize the book and discuss three ways in which behavior can be predicted. Compare and contrast these with health theories discussed in class.

5. Quizzes & In-Class Assignments – includes participation in weekly peer facilitated discussion – 50 possible points

Quizzes: Quizzes will be over material that should have been read prior to class or material covered in previous classes. Quizzes will be passed out at the beginning of class and will be collected 10 minutes later. Students arriving late to class will only have the remaining time from the original distribution of the quiz. **Missed quizzes cannot be made up.**

Assignments: Additional assignments will be given periodically throughout the semester. These assignments may include group work, time in the computer lab, etc. Assignments will not be announced ahead of time and must be turned in during the class hour (or in some instances, at the

beginning of a following class period). Missed assignments are treated as quizzes: they are not announced ahead of time and may not be made up in the event of an absence or tardy. Late assignments within this category are not accepted.

Students who participate in University-sanctioned obligations such as choir, athletics, etc., must notify the instructor by the second day of class to review any conflicts with exams or assignments.

Examinations must be taken on the scheduled day unless **prior arrangements** have been made with the instructor. **Students may not reschedule an exam that they have missed. Twenty (20) percent will be deducted from any exam previously scheduled to be taken after the original exam date.** Exams that are **previously scheduled to be taken at times other than the rest of the class are subject to a different format style and different questions.** Exams taken with DSS must be scheduled on the same day and at the same time as the class unless previously discussed with instructor.

METHODS OF EVALUATION:

Theory Paper	100 pts
Facilitation of Assigned Required Readings	50 pts
Reflections	100 pts
Quizzes & In-Class Assignments	<u>50 pts</u> (variable)
Total	300 pts

****The numbers of assignments are tentative and may change, thus altering the total number of points.**

General Notes:

This is a graduate course and as such your performance and submitted work must reflect graduate level characteristics. Graduate school is built upon the concepts of thorough, documented research, oral and written presentation of material, shared and interactive learning, respectful dialog and discussion, and independent inquiry. During this course you should strive to engage in and master these important concepts.

Points for written projects will be calculated based on the following criteria unless otherwise noted:

- Computer generated reports only
- Submitted on the due date in a pocket folder with **name** clearly marked on the **outside of the folder.** Assignments are required to be uploaded to D2L unless otherwise noted.
 - i. Cover page, including name, date, title, class, and instructor
 - ii. Header with name and page number on every page
 - iii. Use pockets only – do not use brads
 - iv. Do not staple assignment
 - v. **Format: double spaced, Times New Roman, 12 point font; use only left-justified, 1-inch margins; APA 6th edition format; include references and copies of articles/sources with all submitted work**
 - vi. Copies of sources: *must highlight information used* (PLEASE STAPLE SOURCES)
- Correct grammar, punctuation, organization, sentence structure, and spelling
- Include an introduction, consistent tenses, topic sentences connecting one paragraph to another and a conclusion
- Quality content is expected, as is reflective, thoughtful thinking

- Papers / projects without references cited in text and listed on reference page will not be graded -- and may receive penalties as outlined for plagiarism
- Papers submitted without a signed Academic Honesty Form will not be graded and are subject to the same regulations for all late papers; *FORM AVAILABLE ON D2L*
- Papers that are submitted without copies of articles/sources will not be graded (sources will be accepted up to one day late only for 20% off the assignment)

* Students may request writing assistance from the Academic Support Center, Thatcher Hall, Room 106 – or by calling 405-974-2520 **

** Tutoring Central, UCO's real-time, online tutoring, is available at: tutor.uco.edu **

PROFESSIONALISM AND ETHICS:

This is a university course and professionalism is expected of your actions, language, and effort. Students have an obligation to exhibit honesty and to respect ethical standards in carrying out academic assignments. Academic dishonesty will not be tolerated. Plagiarism will result in a grade of zero points as well as disciplinary action by the University. Anyone found to be dishonest in respect to and during examinations, written or other assignments, or in cooperation with another person will fail the course.

Ethical conduct is expected in this course; academic dishonesty will not be tolerated. According to the University of Central Oklahoma Code of Student Conduct 2004-2005 (Section III, Paragraph C, Number 3) academic dishonesty includes, but is not limited to: plagiarizing; cheating on exams or in the preparation of academic work; copying from tests, reports, etc.; collaborating with others without prior authorization; reuse of work in more than one class without informing the instructor; possessing contents of an un-administered examination; and using materials during a test not authorized by the instructor.

While collaboration with cohorts is allowed and encouraged for studying, each student is responsible for his or her own work in regard to assignments. **Students may not, under any circumstances, turn in work that has been prepared by someone else.**

Disciplinary action (as outlined by the Code of Student Conduct) will result in one of the following at the instructor's discretion:

- A substitute assignment or examination
- A reduced grade for the assignment, examination, or course
- A grade of zero or F for the assignment, examination, or course
- A grade of F for the course
- A recommendation for more stringent disciplinary action (e.g. conduct probation, suspension, or expulsion) by the University

Turnitin.com Plagiarism Syllabus Statement

UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism prevention tools and methods which may be utilized by your faculty instructor during the term of the semester. In the UCO Student Handbook, there is a process for contesting any plagiarism allegations against you.

OTHER: Cell phones and electronic devices: ALL cell phones, beepers, and electronic devices are to be turned off during class session. A five-point deduction may be taken from the final grade for each occurrence, *including text messaging*.

ADA Statement Regarding Special Accommodations

The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting the assistant director of Disability Support Services at 974-2549. The office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.

Emergencies During Finals Statement

If an emergency occurs that prevents the administration of a final examination, the student's final course grade will be calculated based on the work in the course completed to that point in time and the faculty member's considered judgment. Final exams will not be rescheduled, and a grade of "I" will not be given as a result of the missed exam.

Please see the Academic Affairs student information sheet for additional information:
<http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>

Remember that it is up to you to be successful in this class. Grades are not given; they are earned. Please see me if you need help or have questions about material as it is covered. I am available and happy to assist you in any way possible.

TENTATIVE OUTLINE

Note: the following schedule is tentative and subject to modification by the instructor. This class is designed to be discussion oriented; therefore, **the class will largely define how much time we spend on each topic and the following schedule will be modified accordingly.**

- Week 1: Introduction to Health Behavior Theory / Glanz, Chapter 1, 2
- Week 2: Ecological Model of Health Behavior / Glanz, Chapters 3
- Week 3: Health Belief Model / Glanz, Chapter 4,5
- Week 4: Theory of Reasoned Action and Planned Behavior / Glanz; Chapter 6
- Week 5: Transtheoretical Model / Glanz, Chapters 7
- Week 6: Social Cognitive Theory / Glanz, Chapter 9
- Week 7: Social Networks / Glanz: Chapter 11
- Week 8: Implementation, Diffusion of Innovations / Glanz: Chapter 16
- Week 9: Structural Influences of Health / Chapter 3 Ta-Nehisi Coates
- Week 10: Social Marketing/Health Communication / Glanz: Chapter 17
- Week 11: Stress, Coping, and Health Behavior & Social Support / Glanz, Chapter 12, 10
- Week 12: Thanksgiving
- Week 13: Self-Determination Theory
- Week 14: PRECEDE-PROCEED Model
- Week 15: Community Level Change
- Week 16: Societal & Policy Level Change