

**Department of Health Promotion and Behavior  
College of Public Health  
The University of Georgia**

**HPRB 7010E  
Social & Behavioral Foundations of Public Health (3 cr)  
Maymester 2020**

**Course Information**

Instructor: Jennifer L. Gay, PhD

Office Location: 251E Wright Hall, Health Sciences Campus

Phone: Email is best as offices are closed due to COVID-19 restrictions

Email: [jlgay@uga.edu](mailto:jlgay@uga.edu)

Office Hours: You may ask questions via email any time. I typically respond within one (1) business day. If you email after 12pm on Friday or over the weekend, you will receive a response the following business day. Due to COVID-19 restrictions, all meetings will be by Zoom or telephone.

**Course Meeting Time and Location**

Course content will be delivered entirely online via eLC.

**Textbooks and Other Required Course Material**

There are no required textbooks for this course. Readings, videos and other required course materials will be provided via the eLC course website. Accessibility information for the software listed below can be found in our course website, in the Accessibility folder.

Computer Requirements

The following computer software programs will be necessary to view course documents and additional materials. If you do not currently have this software on your computer, please download it prior to the start of the semester.

- Access to iTunes and Quicktime is required. iTunes and Quicktime are freely available software used to view videos and listen to podcasts. iTunes can be downloaded at <http://www.apple.com/itunes/> and Quicktime may be downloaded at <http://www.apple.com/quicktime/download/>. You may use iTunes to watch the recorded lectures.
- Adobe Reader – This program will allow you to view PDF files. You can download a free copy at <http://get.adobe.com/reader/?promoid=BUIGO>
- Microsoft Word & Powerpoint – If you do not have access to Microsoft Office products, you may download them free of charge for the duration you are enrolled at UGA. [http://ugamail.uga.edu/download\\_office\\_proplus/](http://ugamail.uga.edu/download_office_proplus/)
- Java Plug-in for Windows – This plug-in may be necessary to view some of the videos required for the course. If you do not have Java on your computer, you can download it at <http://www.java.com/en/download/index.jsp>.

**Course Description**

This course introduces students to the history, theory and application of health promotion emphasizing the links with social and behavioral sciences. Application-based assignments, critical thinking

responses, and lectures focus on practical tools for planning and evaluating health promotion programs. The course, designed to introduce students to the primary foci of health promotion, flows from history and theories to planning interventions, and finally evaluation of health promotion programs. Throughout the semester we will identify ways in which health promotion can be integrated with biological, environmental, political, ethical and behavioral sciences.

**Course Learning Objectives**

*At the conclusion of this course, students will be able to:*

- Describe the role of health promotion and behavior in public health
- Identify and define the major constructs of theories and planning models in health promotion and behavior
- Describe how socio-behavioral theory is applied
- Explain the application of social and behavioral theories in understanding determinants of health behaviors
- Apply planning models in the design, implementation, and evaluation of health promotion programs
- Examine the influence of media, communication, and marketing on public health promotion and education issues
- Examine the impact of ethical practice for the discipline of health promotion and behavior
- Recognize the role of behavior in population health and well-being through the life course and examine the role of health-related behaviors in diverse settings
- Identify government agencies and organizations associated with health promotion and behavior
- Articulate how social behavioral theories are used in the design, implementation, and evaluation of public health programs
- Discuss issues of validity and reliability as they relate to measurement in evaluation of health promotion programs.
- Recognize the role health promotion and behavior in the public health model

**Topical Outline**

Historical perspectives on health promotion and public health	Program planning
Behavioral science, social science and public health	Stakeholders
Health communication and social marketing	Designing interventions
Health disparities	Program evaluation
Ethics	Study design and variable measurement
Theoretical perspectives	Recruitment and data collection
	Public health practice vs. research

**How This Course Works**

This course applies a novel approach called specifications grading.\* This type of learning assessment recognizes both quantity of work and quality. Instead of assignments being marked with points or a letter grade, they are marked as Satisfactory or Needs More Work based on whether the learning goals for each assignment are met and the Writing Rubric (Syllabus & Project Assignments content folder in

eLC). *With this grading scheme, the final letter grade is an indication of the effort put forth and the degree to which students meet the learning goals of the course.* This may be a new system for students; it is for Dr. Gay! Dr. Gay agrees to spend additional time as needed throughout the semester to answer questions and be transparent about the assessment process.

Assignments in this course are split into Project Learning Activities and Participation Activities. Each final letter grade is based on the number of satisfactory Project Learning Activities and completed Participation Activities. In this way, final grades indicate the degree to which students achieved the learning objectives broadly speaking, but also recognizes effort.

## Assignments

Assignments are separated into Project Learning Activities and Add-on Project Learning Activities, and Participation Activities.

The Project Learning Activities, or PLAs, are pragmatic assignments where students apply what they've learned to a health promotion intervention plan and evaluation plan. Assignments in the PLA section are common elements of health promotion program development and evaluation. There are 10 PLAs that align with the learning objectives. Students must submit each of these assignments by their designated due date as a minimum expectation of the course.

Participation Activities are opportunities for critical thinking and further practice of health promotion concepts. These activities involve thoughtful responses to readings or videos in a specific course topic. Additional Participation Activities include worksheets (found in the Quizzes area of eLC) that allow for extra practice of specific program planning and evaluation skills. There are 2 required Participation Activities and 19 Activities from which students can choose. The number that a student completes is up to them based on the grade they want to earn. The Participation Activities are a way to increase student tailoring of the course because students are not required to complete all of the Participation Activities, but rather can choose the topics in which they have the most interest.

Finally, Add-on PLAs are opportunities to further increase competency in some of the skills in program planning and evaluation. These additional Activities are not required. However, as shown below, they can be used to improve the final letter grade in the course.

## Grades

All submitted assignments in the course will be assessed as Satisfactory or Needs More Work, based on the criteria described for each activity. A grade of Satisfactory means that a student has achieved the learning goal(s) at a graduate level. Keep in mind that passing at the graduate level is "B" level work. This includes writing that is clear, well-organized, avoids plagiarism, displays alignment within the assignment, and for PLAs, across assignments creating a coherent program and evaluation plan. If an assignment meets the goals it will earn a Satisfactory. If it does not meet the goals it will earn a Needs More Work and will receive feedback on how to improve the submission; there are no gradations in the assessment.

As with other specifications grading systems, the final grade will be the only letter grade given. The final letter grade will be based on the amount of assignments you satisfactorily complete in the class, where higher grades represent a deeper level of engagement with the content. As said by another faculty at Middlebury College, "That final letter grade is not an assessment of your intelligence, your abilities, or your value as a person—in fact, Professor [Gay] never will grade "you" directly, and grading is never a reflection of who you are as a person. Rather, the grade reflects what you demonstrated that you learned in the course: no more, no less." (Mittell, 2016, <https://justtv.wordpress.com/2016/02/16/rethinking-grading-an-in-progress-experiment/>)

You will see that you have autonomy in how much you learn and the amount of effort you want to apply in the learning process. You will not be judged for deciding to pursue a grade lower than an A. Dr. Gay

understands that students have other commitments and interests vying for their time. Working toward a B, for example, may allow you to pursue other learning or leisure endeavors with that time. Further, you will have flexibility in which Participation Activities and any Add-on PLAs you wish to pursue. There are Participation Activities for each topic in the course. You are encouraged to select activities that enhance your learning experience by broadening your critical thinking skills into topics about which you may not know as much.

Final letter grades are based first on the completion of the Project Learning Activities (PLAs) by the initial due date. Not completing all of the PLAs will result in a grade of D or lower. Grades can then be improved by earning satisfactory marks on PLAs based on the table below.

	A-	B-	C-	D
Project Learning Activities	Submit all 10 Project Learning Activities Earn satisfactory marks on 9 Project Learning Activities	Submit all 10 Project Learning Activities Earn satisfactory marks on 7 Project Learning Activities	Submit all 10 Project Learning Activities Earn satisfactory marks on 5 Project Learning Activities	Earn satisfactory marks on 4 Project Learning Activities
Participation (of a possible 21)	Earn satisfactory marks on the 2 required participation activities and 8 others of your choice.	Earn satisfactory marks on the 2 required participation activities and 6 others of your choice.	Earn satisfactory marks on the 2 required participation activities and 4 others of your choice.	None required

**All Project Learning Activities and the two required Participation Activities must be submitted by their respective deadlines.** In order to earn credit for a required activity, a student must submit a response by the due date. One revision per activity may be turned in any time prior to the final deadline. You may submit each Activity only once for revision.

To move from A- to A, B- to B, or C- to C	To move to B+ or C+
Earn satisfactory on 2 Add-on PLA OR Earn satisfactory on 1 additional required PLA	Earn satisfactory on 2 Add-on PLAs <u>and</u> 1 additional required PLA OR Earn satisfactory on 2 additional required PLAs

For example, a student who earns Satisfactory on 7 required PLAs and 8 Participation Activities (including the 2 required), would earn a B-. But could get a B+ by earning Satisfactory on two additional required PLA items without completing any additional Participation Activities.

If D requirements are not met, an F will be assigned.

### Due Dates and Revisions

Each of the 10 Project Learning Activities has a due date. A student must submit a “good faith effort” response to each PLA and the 2 required Participation Activities. This does not mean that the submission must be perfect. Rather, the submission should be an honest, meaningful attempt to respond to the criteria. It can be understandably stressful to only have two assessment outcomes

(Satisfactory or Needs More Work) for each assignment. To maximize the opportunities for learning, and to mimic real world health promotion programs, students will be able to submit each of the PLAs and two required Participation Activities once for revision based on the provided feedback. This allows students to learn how to improve work with constructive criticism.

Given the fast-paced nature of Maymester, additional Participation Activities beyond the 2 required and Add-on Learning Activities will not be eligible for revision. However, there are more opportunities than required, meaning students can continue to submit these Activities until they reach the number for their desired grade.

#### **\*\*Tokens\*\***

This course is not self-paced, and students must keep up with the workload to be successful. However, Dr. Gay recognizes that sometimes life situations arise that preclude a student from completing work on time. Therefore, students will each be given 3 tokens that can be used to submit a PLA or required Participation Activity up to 48 hours past the original deadline, to revise a Participation Activity (activities 3-21) once, or submit a second revision.

#### **Email Communication Policy**

Students are encouraged to follow professional email etiquette when writing to the professor. Please review <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087> for more details. Emails not meeting basic minimum standards will experience delays in responses. I typically respond to emails within one-to-two business days, during normal business hours.

#### **University Honor Code and Academic Honesty Policy**

***All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work*** (<http://honesty.uga.edu>). Violations of these policies will not be tolerated and may result in the student receiving a failing grade in this course.

A note about plagiarism: To plagiarize is defined by Merriam-Webster’s online dictionary (<http://www.merriam-webster.com/dictionary/plagiarizing?show=0&t=1323189840>) as, “to steal and pass off (the ideas or words of another) as one’s own: use (another’s production) without crediting the source”. This means that you must do more than cite your sources. You must not copy or slightly reword others’ work. If you are unsure how to paraphrase or summarize content, please meet with Dr. Gay and/or send drafts of your work for review ahead of deadlines. The Purdue Online Writing Lab website (<http://owl.english.purdue.edu/owl/resource/560/01/>) is an excellent resource for how to summarize and cite sources.

#### **Students with Disabilities**

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor at the beginning of the semester or designate during regular office hours or by appointment. It is the policy of the University of Georgia to make reasonable accommodations for qualified individuals with disabilities. If you are a student with a disability and need accommodations to complete the course requirements, you must have a statement from the Disability Resource Center before accommodations can be made. Further information can be found online at <http://www.drc.uga.edu>.

#### **General Disclaimers**

***The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.***

\* This assessment system is based on readings about specifications grading, several examples of what works and does not work as well, and conversations with the Center for Teaching and Learning. For more information on Specifications Grading, I recommend Nilson, LB. (2015). Specifications grading: restoring rigor, motivating students, and saving faculty time. Stylus Publishing, LLC: Sterling, VA, US. The syllabus content is adapted from Dr. Jason Mittell's blogging on specifications grading. <https://justtv.wordpress.com/2016/02/16/rethinking-grading-an-in-progress-experiment/>