



Course Information

Course Number: PBHL 5344

Course Name: Social and Behavioral Aspects of Community Health

Course Faculty:

Theresa Byrd, DrPH

Course Description: This three-credit hour course focuses on the behavioral sciences and their importance to public health. In this course we will learn about theories in the behavioral sciences that we can use to influence population health. We will use theory to develop interventions (or modify existing interventions) to promote health in populations.

Course Prerequisite: None

Course Objectives and Expected Learning Outcomes:

At the end of this course, the student will be able to:

1. Describe the various behavioral sciences and how they apply to public health practice.
2. Discuss the ethical principles of public health practice and research.
3. Discuss several theories of individual behavior change including the Health Belief Model, The Theories of Reasoned Action and Planned Behavior, the Transtheoretical Model, and Social Cognitive Theory.
4. Explain the constructs of each theory.
5. Use theory to modify or develop interventions
6. Through discussion of non-medical drivers of health, evaluate health inequities
7. Describe the ecological model of health.
8. Describe the concepts of community health development and organization and how to engage stakeholders.
9. Use PRECEDE/PROCEED as a tool for community assessment.
10. Collect qualitative data and describe how to analyze it.

Course Assessments: Learning in the course will be assessed using discussion and papers. Grade will also include participation in class.

Required Text: Glanz K, Rimer BK, Viswanath K. (Eds). (2015). *Health Education and Health Behavior: Theory, Research, and Practice 5th edition*). San Francisco: Jossey-Bass.

Attendance: Please be sure to complete all work in the scheduled time frame. Participation

is graded based upon class discussion board.

Grading: Letter grades are determined by the following percentage allocations: A = 90-100%; B = 80-89%; C = 70-79%; and F = <69%.

The final course grade will be determined based on the assigned percentages for each assignment category below:

Participation (DQs):	20%
Assignments (review papers):	20%
Precede/proceed model	10%
Qualitative analysis	10%
Final Paper:	40%

Participation

Participation is assessed by discussion online. You are required to answer each of 5 discussion questions throughout the course. After you answer the question, you also are required to respond to at least one of your peers' answers. Simply logging on and offering comments like "Good point" or "I agree" will not receive credit for participation. The content of the posting should reveal a solid understanding of the topic, and you should react and critically analyze existing posted ideas or introduce a different interpretation to an existing idea with justification and explanations. Active participation enhances the learning of the class – sharing the experiences of others is the strength of this format.

Course Schedule:

Date		Reading	Assignment
Jan12-18	Welcome, introductions, syllabus review Introduction to Social Determinants of Health and the Ecological Model Quantitative vs qualitative data	Chapters 1 and 3	Discussion Question 1 due Jan 19
Jan 19-25	What is theory? The Health Belief Model	Chapters 2, 4 and 5	Select final paper topic by 1/25 (health problem of interest)
Jan 26- Feb1	Health belief Model Example		Discussion Question 2 due Feb 2
Feb2-8	Theory of Reasoned Action and TPB	Chapter 6	1 st Paper critique due Feb 8
Feb 9-15	TRA example Review of qualitative data collection and analysis		Discussion question 3 due Feb16
Feb 16-22	The Transtheoretical model	Chapter 7	
Feb 23-Mar	Transtheoretical model example		Qualitative analysis

1			due Mar 1
Mar 2-8	Social Cognitive Theory	Chapters 8 and 9	2 nd Paper critique due Mar 8
Mar 9-15	SCT Example		Discussion question 4 due Mar 16
Mar 16-22	PRECEDE/PROCEED planning model	Chapter 19	
Mar 23-29	Models of Organizational Change: Diffusion of Innovation Theory	Chapters 14,15,16	
Mar 30-Apr 6	Models of Political Change: Advocacy and Social Policy	Goes AR. Advocacy for Health and Health Equity: A Call to Public Health Professionals. Port J Public Health. 2025 Mar 11;43(1):1-4. doi: 10.1159/000545038. PMID: 40171513; PMCID: PMC11957473. https://youtu.be/Uz1j6LWQzDY	Precede/Proceed logic model due Apr 6
Apr 7-13	Social Capital & Health;	Ehsan A, Klaas HS, Bastianen A, Spini D. Social capital and health: A systematic review of systematic reviews. SSM Popul Health. 2019 Jun 7;8:100425. doi: 10.1016/j.ssmph.2019.100425. PMID: 31431915; PMCID: PMC6580321. https://youtu.be/GGZqCqEaiyk	Discussion question 5 due Apr14
Apr 14-19	Community Based Participatory Research	Readings in Canvas	
Apr 20-26	How all of this fits together	Readings in Canvas	
Apr 27-29			Final paper due Apr 27

Course Faculty: Dr. Theresa Byrd

Course Evaluations: Please take the time to fill out a course evaluation as your feedback will help me to improve the class for future generations. You will receive the evaluation in an email at the end of the semester. The evaluation is online and your responses will be anonymous. I value your input so please take a few minutes to complete the course evaluation.

Late Work Policy: Generally, late work will not be accepted except in the case of emergencies/circumstances outside of student's control. In those instances, students must contact the instructor as soon as possible. Alternate assignments or exams may be assigned in these instances.

Syllabus Revision: The course faculty reserves the right to modify any portion of this syllabus. A best effort is made to provide an opportunity for students to comment on a proposed change before the change takes place.

AI Use Policy

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code.

Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

Students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). When submitting work, students must identify any writing, text, or media generated by AI. In this course, sections of assignments generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in a cover letter that accompanies the assignment when submitted.

Assessment of selected competencies

Foundational Competency	Assignment	Assessment
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	Qualitative analysis	Discusses various data collection techniques in the discussion question
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.	Qualitative analysis	Completes an analysis of qualitative data using Microsoft WORD for content analysis
7. Assess population needs, assets and capacities that affect communities' health.	Use the Precede/Proceed Planning model to assess the population and health problem of interest	Assess for thoroughness of completion of PP logic model to include needs, assets and capacities.
8. Apply awareness of cultural values and practices to the design or implementation of public health programs.	Final Paper	Final paper will demonstrate awareness of cultural values and practices (see rubric)
9. Design a population-based project, program or intervention.	Final Paper	Final paper will demonstrate a population-based project/intervention (see rubric)