



## Graduate Course Syllabus

### **PHE 525: Social and Behavioral Sciences**

Center: Online

Credits: 3

#### **Course Prerequisites**

None

#### **Course Description**

The course provides a foundation in the application of social and behavioral sciences to public health. Social and behavior theories are examined in terms of understanding health-related behavior and applying these theories to health promotion. The course covers existing social inequalities in health status related to race, social class, and gender and the critical intersection between social risk factors, behavioral risk factors, and the development and implementation of public health interventions.

#### **Course Outcomes**

- Analyze social and behavioral factors associated with increased risk of prevalent public health issues for informing development of appropriate programs or interventions
- Evaluate public health programs' use of social and behavioral theoretical approaches for encouraging change and fostering community engagement in public health strategies
- Assess public health programs for the extent to which they consider social and behavioral factors in addressing public health issues
- Recommend appropriate strategies that consider social and behavioral risk factors for addressing public health issues
- Analyze public health trends for identifying critical public health issues impacting communities

#### **MPH Foundational Competencies (CEPH)**

- 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 (CEPH.06)
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs (CEPH.08)
- Select methods to evaluate public health programs (CEPH.11)
- Select communication strategies for different audiences and sectors (CEPH.18)
- Communicate audience-appropriate public health content, both in writing and through oral presentation (CEPH.19)
- Describe the importance of cultural competence in communicating public health content (CEPH.20)

## **MPH Foundational Public Health Knowledge (FKO)**

- Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health (FKO.03)
- Explain effects of environmental factors on a population's health (FKO.07)
- Explain behavioral and psychological factors that affect a population's health (FKO.09)
- Explain the social, political and economic determinants of health and how they contribute to population health and health inequities (FKO.10)

## **Required Materials**

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). ISBN: 978-1-4338-3216-1

Simons-Morton, B., McLeroy, K. R., & Wendel, M. L. (2012). *Behavior theory in health promotion practice and research*. Jones and Bartlett Learning. ISBN: 978-0-7637-8679-3

Santella, A. J. (2020). *Master of public health competencies: A case study approach*. Jones & Bartlett Learning. ISBN: 978-1-284-16632-3

## **Diversity, Equity, and Inclusion**

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU's curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

## **Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature.

Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment's due date, or within seven days of a late submission.

### Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions			
Discussion 1-1	1	15	15
Discussions 1-2 and 6-2	2	40	80
Discussions 2-1, 5-1, and 7-1	3	90	270
Discussion 9-1	1	100	100
Journals			
Journal 1-3	1	30	30
Journal 4-2	1	20	20
Journal 6-1	1	50	50
Quizzes	3	15	45
Short Paper	1	50	50
Final Project			
Milestone One	1	60	60
Milestone Two	1	60	60
Milestone Three	1	60	60
Milestone Four	1	60	60
Final Project: Analysis Paper	1	100	100
			<b>Total Course Points: 1,000</b>

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

### University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

\* Please refer to the [policy page](#) for information on the incomplete grade process.

### Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignments and Rubrics section of the course.

### Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	How Theory Informs Public Health Efforts <i>Behavior Theory in Health Promotion Practice and Research</i> , Chapter 1 <i>Master of Public Health Competencies: A Case Study Approach</i> , Chapter 8 1-1 Discussion: Getting Started 1-2 Discussion: Public Health Issue 1-3 Journal: Communication Framework for Cultural Competence 1-4 Final Project Review
2	Ecological Perspectives on Public Health <i>Behavior Theory in Health Promotion Practice and Research</i> , Chapters 2 and 3 2-1 Discussion: Adapting an Evidence-Based, Sexual Risk Reduction Intervention to Be More Inclusive of Trans and Cis Girls 2-2 Final Project Milestone One: Social and Behavioral Factors
3	A Survey of Public Health Theories <i>Behavior Theory in Health Promotion Practice and Research</i> , Chapters 4, 5, 6, and 7 (all chapters recommended) 3-1 Quiz 3-2 Final Project Milestone Two: Public Health Program
4	Intrapersonal Theories <i>Behavior Theory in Health Promotion Practice and Research</i> , Chapters 8, 9, and 10 4-1 Short Paper: Does It Take a Village? The Role of Community in Prevention 4-2 Journal: Obstacles to Improving Health
5	Intersectionality: When People Belong to More than One Marginalized Group <i>Master of Public Health Competencies: A Case Study Approach</i> , Chapter 6 5-1 Discussion: Centering Wellness: Using Black Feminist Literature as a Public Health Pedagogical Tool for Personal Healing, Community Health, and Social Justice 5-2 Final Project Milestone Three: Program Analysis

Module	Topics and Assignments
6	Optimizing Public Health Programs with Planning Models <i>Behavior Theory in Health Promotion Practice and Research</i> , Chapters 11, 12, and 14 6-1 Journal: Public Health Communication Strategies 6-2 Discussion: Ad to Promote Healthy Behaviors
7	Program Evaluation Methods <i>Behavior Theory in Health Promotion Practice and Research</i> , Chapter 13 7-1 Discussion: Public Health Program Evaluation Methods 7-2 Final Project Milestone Four: Recommendations
8	Social Marketing 8-1 Quiz 8-2 Final Project: Continue Work
9	Achieving Health Equity <i>Behavior Theory in Health Promotion Practice and Research</i> , Chapter 15 9-1 Discussion: The Problem with Mass Incarceration in the United States 9-2 Final Project: Analysis Paper
10	Strategic Planning of Public Health Programs 10-1 Quiz 10-2 ePortfolio Reminder

### Course Participation

Course participation is required within the first week of the term for all online courses. *Participation* in this context is defined as completing one graded assignment during the first week of the course. Otherwise, students will be administratively removed for nonparticipation. Students who do not participate during the first week may forfeit their rights to be reinstated into the course. Students who stop attending a course after the first week and who do not officially withdraw will receive a grade calculated based on all submitted and missed graded assignments for the course. Missed assignments will earn a grade of zero. See the [course withdrawal policy](#) and the [full attendance policy](#) for further information.

### Late Assignments

Students who need extra time may submit assignments (excluding discussion board postings) up to one week after the assignment due date. Discussion board submissions will not be accepted for credit after the deadline except in extenuating circumstances.

- A penalty of 10 percent of the total value of the assignment will be applied to the grade achieved on the late assignment regardless of the day of the week on which the work is submitted.
- Students who submit assignments more than one week late will receive a grade of zero on the assignment unless they have made prior arrangements with the instructor.

Students must submit all assignments no later than 11:59 p.m. (in their own time zone) on the last day of the term. No assignments are accepted after the last day of the term unless an incomplete has been submitted. See the [incomplete grades policy](#).

There may be times an instructor makes an exception to the late assignment policy. Instructors may accept late work, including discussion board posts, with or without prior arrangement.

- Exceptions to the late policy on these grounds are left to the instructor's discretion, including whether the late penalty is applied or waived. Students should not assume that they will be allowed to submit assignments after the due dates.
- If an instructor finds that they are unable to determine whether an exception to the late policy would be appropriate without documentation, the collection and review of student documentation should be handled through the Dispute Resolution team in order to protect the student's privacy. In these cases, students should file a [Student Concern Dispute form](#) to have the circumstances reviewed.

If a student is experiencing (or knows they will experience) a circumstance, including pregnancy, that is protected under the Americans with Disabilities Act or Title IX, they are encouraged to contact the [Online Accessibility Center \(OAC\)](#) as soon as possible to explore what academic accommodations might be offered. Instructors must honor all deadlines established through the OAC.

### **Student Handbook**

Review the [student handbook](#).

### **ADA/504 Compliance Statement**

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted the [ADA/504 Grievances Policy](#) (version 1.2 effective October 16, 2017), providing for prompt and equitable resolution of complaints regarding any action prohibited by Section 504 or the ADA.

For further information on accessibility support and services, visit the [Disability and Accessibility Services](#) webpage.

### **Academic Integrity Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic integrity policy](#).

### **Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

### **Withdrawal Policy**

Review the [full withdrawal policy](#).

**Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).