Semester: Fall, 2015  
Classroom and Time: JMP 3201 / Tuesday, Thursday  
3:30-4:45pm

Instructor: Tracy M Zeeger, MPH, CHES  
Office: SPH 2324  
Phone: 301.405.3453  
Email: tzeeger@umd.edu

Office Hours: By appointment

Teaching Assistant: Amy Caplon  
Email: acaplon@terpmail.umd.edu

Office Hours: By appointment

Course Pre/Co-Requisites: HLTH 130: Introduction to Personal and Community Health (HLTH 130 must be taken before enrolling in or in the same semester as HLTH 230. Failure to do so will result in being administratively dropped from 230 within two weeks after the schedule adjustment ends. Please keep in mind that students cannot add any other classes after the schedule adjustment period ends.)

Required Texts and Other Readings:

Required:

Other course material will be posted on CANVAS (www.elms.umd.edu) and TopHat (http://app.tophat.com/e/234676).

TopHat: TopHat is a platform we will use throughout the semester in and out of class to engage in various activities. All students will be required to purchase a TopHat subscription in order to complete in and out of class activities. Details on how to subscribe can be found at this user guide: https://s3.amazonaws.com/thm-corporate/Support/Guides/Student+Quick+Start+Guide+(2015).pdf

The course code for HLTH 230 is: 234676

Course Description:
The purpose of this course is to provide the student with an understanding of the fundamental concepts of health behavior within the contexts of psychological, cultural, and biological systems.

Course Learning Objectives:
Upon completing this course, the students will be able to:
1. Describe the multidimensional components of health
2. Describe the major issues related to health behavior research
3. Describe the major health behavior theories
4. Identify the personal, interpersonal, and societal influences on health behavior
5. Apply health behavior theories to health issues

Program Competencies Addressed in this Course:
The following competencies for the UMD Bachelor of Science degree in Community Health are addressed in this course:

- Identify individual and community level needs for health promotion and disease prevention.
- Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies.
- Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.

Course Requirements:
This course is taught through lecture, readings, online assignments, and interactive classroom activities. Assignments and slide presentations will typically be posted on CANVAS (www.elms.umd.edu) after being presented in class.

Course Policies:
Attendance Policy:
Attendance at every class is expected. In accordance with university policy, if you are absent for a single lecture due to illness or some form of personal or family emergency, this absence will be considered “excused” and the instructor will accept a note from you, attesting to the date of the illness/incident, along with an acknowledgement that the information is true. Whenever feasible, you should contact the instructor in advance.

Multiple or prolonged absences, and absences that prevent attendance at a major scheduled grading event like an exam or test, will require written documentation from an appropriate health care provider/organization. Major grading events for this class includes three exams.

For complete information on the university’s absence policy see: http://www.president.umd.edu/policies/v100g.html

Arriving Late to Class:
Lateness is disruptive to the class and is highly unprofessional. If there is a circumstance in which it will be inevitable for a student to be late, it is the student’s responsibility to let the instructor know ahead of time.
Late Work and Missed Exams / Assignments:

All readings and other assignments are due as stated in the syllabus/Canvas. Any work not turned in by the due date and time will receive a reduction of one letter grade. Work not handed in and time-stamped by the department’s secretary by 5pm the following day will receive a reduction of an additional letter grade, after this time assignments will not be accepted. Assignments must be submitted according to instructions; when in doubt, submit a hard copy to the instructor or TA in class on the due date. In class assignments may not be made up. Exams may be made up with an approved written excuse in advance.

Email – The Official University Correspondence:

Verify your email address by going to www.my.umd.edu.

All enrolled students are provided access to the University’s email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcements, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building.

For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

HLTH 230 Email: Feel free to email questions and concerns to the instructor. Please use a courteous and professional manner in your communication, and do not abbreviate messages or words. Emailed and FAXed copies will not be accepted unless permission is provided in advance; students must follow the instructions provided for assignment submission. Please use the instructor/TA’s email address, do not email through CANVAS as this will cause a delayed response.

Course Evaluation:

Your participation in the evaluation of courses through CourseEvalUM is much appreciated as a member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. Please complete course evaluations at (www.coursesevalum.umd.edu) at the end of the semester.

Religious Observances:
The University System of Maryland policy provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious
It is the student’s responsibility to inform the instructor in advance of any intended absences for religious observance.

Accommodations for students with disabilities:

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, please talk to me as soon as possible. You will need documentation from Disability Support Services (301-314-7682). If you intend to take any or all quizzes/exams at DSS it is your responsibility to notify me before the end of schedule adjustment, and to provide me with your TAF form one week prior to the exam date.

Academic Integrity:

The Department of Behavioral and Community Health has a zero tolerance policy on academic dishonesty of any kind. If a Departmental instructor believes that a student has been involved in academically dishonest activity, he or she will report it to the University’s Office of Student Conduct, and is not obligated to disclose the report to the student in question. Once referred, the Office of Student Conduct will contact the student in writing to inform them of the charges.

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, constitutes academic dishonesty:

- **CHEATING**: intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- **FABRICATION**: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **FACILITATING ACADEMIC DISHONESTY**: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- **PLAGIARISM**: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For more information see: [http://www.shc.umd.edu/code.html](http://www.shc.umd.edu/code.html).

The Honor Pledge is a statement undergraduate and graduate students must follow, and may be asked to write by hand and sign on examinations, papers, or other academic assignments. The Pledge reads:

*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.*

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [http://www.shc.umd.edu](http://www.shc.umd.edu).
Inclement Weather / University Closings:

In the event that the University is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website (http://www.umd.edu) and snow phone line (301-405-SNOW), as well as local radio and TV stations.

Personal Technology Use Policy:

HLTH 230 permits and encourages the use of laptops and tablets to assist students in taking notes and in seeking further clarification of course material during the lectures. Use of personal technology must be conducive to the learning environment and not a distraction to the instructor and other students.

Classroom rules:
1. Unless required for class content, wireless network adapters should be disabled.
2. Applications not relevant to the class discussion should not be open. This includes but is not limited to: surfing the web, responding to email, Facebook, Instagram, Twitter, Canvas sites of other classes, instant messaging etc.
3. All sounds must be muted before the start of class and for the duration of class.
4. Under no circumstances should personal, non-emergency calls be placed or answered from within a classroom while a class is in session.
5. Under no circumstances should students view or send personal, non-emergency text messages.
6. Individuals who are aware that they may receive notice of an emergency during a class session should speak with the instructor before class. If such a notification is received, either quietly leave the class or wait until a break before responding.
7. In the event that an emergency notification is sent via UMD’s Emergency Notification System, notify the instructor and follow instructions accordingly.
8. Individuals who require video or audio recording devices to satisfy a DSS service should consult with the instructor to make arrangements for the placement and operation of these devices.
9. Individuals who wish to use audio or video recording devices, but are not doing so to satisfy a DSS service, must receive approval from the instructor before utilizing the equipment.

Photo/Video Release Statement:

Occasionally, the Department of Behavioral and Community Health may take photographs of classroom and building activities involving our students. Photographs taken at these events may be published electronically or in print materials. If you do not wish to authorize use of such photos for these materials, please email your professor upon receipt of this syllabus.

Copyright Notice:

Class lectures and other materials are copyrighted. This includes all tangible course materials, including but not
limited to written or recorded lecture, PowerPoint presentations, handouts, tests, and other assignments. These materials **may not** be reproduced (e.g. students may not copy and/or redistribute these materials) for anything other than personal use without my explicit written permission.

**Grading Procedures:**

The class will consist of exams (60%), in class assignments (20%), and a behavior change project (20%).

**Exams:**
There will be three exams in this class, each worth 60 points. Exams will consist of 60 questions, each worth 1 point. The exams will consist of a variety of multiple choice, true false, fill in the blank, and matching questions. Please bring a #2 pencil as well as your University ID to all exams.

Exam 1: 60 points
Exam 2: 60 points
Exam 3: 60 points

**In Class Participation:**
Throughout the semester, there will be multiple opportunities for you to complete in class reflections, assignments, and/or group work to apply the material learned in class. In class assignments cannot be made up, however, the instructor will offer multiple opportunities for students to earn these points. Each opportunity will be worth 5 points.

**Behavior Change Project:**
This assignment will be worth one third of your final grade in this class (60 points). The behavior change project will consist of weekly journals documenting your progress through a singular behavior change throughout the semester. Weekly journals will be due Fridays by 5:00pm (noon) via Canvas. Each journal will be worth 5 points and reflect your journey as well as application of the material learned in class that week. Students will be using Canvas discussions to submit their journals and students are strongly encouraged to read and comment on their peer’s journal entries.

**Total possible points: 300**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>97% (290-300)</td>
<td>A+</td>
</tr>
<tr>
<td>93% (278-289)</td>
<td>A</td>
</tr>
<tr>
<td>90% (269-277)</td>
<td>A-</td>
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<tr>
<td>87% (260-268)</td>
<td>B+</td>
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<tr>
<td>83% (248-259)</td>
<td>B</td>
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<tr>
<td>80% (239-247)</td>
<td>B-</td>
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<tr>
<td>77% (230-238)</td>
<td>C+</td>
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<tr>
<td>73% (218-229)</td>
<td>C</td>
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<tr>
<td>70% (209-217)</td>
<td>C-</td>
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<tr>
<td>67% (200-208)</td>
<td>D+</td>
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<tr>
<td>63% (188-199)</td>
<td>D</td>
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<tr>
<td>60% (179-197)</td>
<td>D-</td>
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<tr>
<td>Below 60% (179 &amp; below)</td>
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## Course Outline / Course Calendar

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td>T 9/1</td>
<td>Introduction to Course</td>
<td>Reading Due: Ch. 1</td>
</tr>
<tr>
<td># 2</td>
<td>Th 9/3</td>
<td>Setting the Stage: Defining Health &amp; Intro to the Social Ecological Model</td>
<td>Reading Due: Ch. 1 &amp; 3, 6 (167-185)</td>
</tr>
<tr>
<td># 3</td>
<td>T 9/8</td>
<td>Health Behavior Research and the Role of Health Psychologists</td>
<td>Reading Due: Ch. 2 &amp; 13</td>
</tr>
<tr>
<td># 4</td>
<td>Th 9/10</td>
<td>Cultural Approaches &amp; Cultural Competency in Public Health</td>
<td>Reading Due: Ch 12, 6 (185-197)</td>
</tr>
<tr>
<td># 5</td>
<td>T 9/15</td>
<td>Cultural Approaches &amp; Cultural Competency in Public Health Introduction to the Health Behavior Project</td>
<td>Reading Due: Ch 12 Additional Readings on Canvas</td>
</tr>
<tr>
<td># 6</td>
<td>Th 9/17</td>
<td>Theories &amp; Models of Change</td>
<td>Reading Due: Ch. 4 Additional readings on Canvas *Journal 1 Due Friday 9/18, 5pm</td>
</tr>
<tr>
<td># 7</td>
<td>T 9/22</td>
<td>Theories &amp; Models of Behavior Change</td>
<td>Reading Due: Ch. 4</td>
</tr>
<tr>
<td># 8</td>
<td>Th 9/24</td>
<td>Theories &amp; Models of Behavior Change</td>
<td>Reading Due: Ch. 4 *Journal 2 Due: Friday 9/25 @ 5pm</td>
</tr>
<tr>
<td>#9</td>
<td>T 9/29</td>
<td>Theories &amp; Models of Behavior Change</td>
<td>Reading Due: Ch. 4</td>
</tr>
<tr>
<td>#10</td>
<td>Th 10/1</td>
<td>Exam 1</td>
<td>Exam 1: Chapters 1,2,4, 12 &amp; 13 *Journal 3 Due: Friday 10/2 @ 5pm</td>
</tr>
<tr>
<td>#11</td>
<td>T 10/6</td>
<td>Small Group Activity: Behavior Change Project Check In (See Canvas for preparation instructions) The Role of Stress &amp; Coping in Health Behavior</td>
<td>Reading Due: Chapter 7</td>
</tr>
<tr>
<td>#12</td>
<td>Th 10/8</td>
<td>Model Application, Interventions &amp; Presentations *Instructions to be provided in class.</td>
<td>Reading Due: See Canvas *Journal 4 Due: Friday 10/9 @ 5pm</td>
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<tr>
<td>#13</td>
<td>T 10/13</td>
<td>Increasing Healthy Behaviors: Food and Exercise</td>
<td>Reading Due: Chapter 9</td>
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<tr>
<td>#14</td>
<td>Th 10/15</td>
<td>The Risky Side of Food &amp; Exercise: Eating &amp; Exercise Disorders</td>
<td>Reading Due: Ch. 5 pages 159-164 *Journal 5 Due: Friday 10/16 @ 5pm</td>
</tr>
<tr>
<td>#15</td>
<td>T 10/20</td>
<td>Model Application, Interventions &amp; Presentations *Instructions to be provided in class.</td>
<td>Reading Due: See Canvas</td>
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<td>#</td>
<td>Date</td>
<td>Topic</td>
<td>Reading Due</td>
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<tr>
<td>#16</td>
<td>Th 10/22</td>
<td>Small Group Activity: Behavior Change Project Check In&lt;br&gt;(See Canvas for preparation instructions)</td>
<td>Reading Due: Ch. 5 pages 155-159&lt;br&gt;*Journal 6 Due Friday 10/23 @5pm</td>
</tr>
<tr>
<td>#17</td>
<td>T 10/27</td>
<td>HIV/AIDS Risk Reduction &amp; Treatment</td>
<td>Reading Due: Ch. 8</td>
</tr>
<tr>
<td>#18</td>
<td>Th 10/29</td>
<td>Model Application, Interventions &amp; Presentations&lt;br&gt;*Instructions to be provided in class.</td>
<td>Reading Due: See Canvas</td>
</tr>
<tr>
<td>#19</td>
<td>T 11/3</td>
<td>Exam 2</td>
<td>Chapters 6,7,8,9 &amp; 5 (pgs. 155-164)</td>
</tr>
<tr>
<td>#20</td>
<td>Th 11/5</td>
<td>Substance Abuse: Smoking</td>
<td>Reading Due: Ch. 5 pages 139-145</td>
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<tr>
<td>#21</td>
<td>T 11/10</td>
<td>Model Application, Interventions &amp; Presentations&lt;br&gt;*Instructions to be provided in class.</td>
<td>Reading Due: See Canvas</td>
</tr>
<tr>
<td>#22</td>
<td>Th 11/12</td>
<td>Substance Abuse: Alcohol</td>
<td>Reading Due: Chapter 5 pages 145-155</td>
</tr>
<tr>
<td>#23</td>
<td>T 11/17</td>
<td>Model Application, Interventions &amp; Presentations&lt;br&gt;*Instructions to be provided in class.</td>
<td>Reading Due: See Canvas</td>
</tr>
<tr>
<td>#24</td>
<td>Th 11/19</td>
<td>Chronic Pain Management &amp; Arthritis</td>
<td>Reading Due: Ch. 10</td>
</tr>
<tr>
<td>#25</td>
<td>T 11/24</td>
<td>ONLINE CLASS: SEE CANVAS FOR INSTRUCTIONS</td>
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<tr>
<td>#26</td>
<td>Th 11/26</td>
<td>THANKSGIVING-NO CLASS</td>
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</tr>
<tr>
<td>#27</td>
<td>T 12/1</td>
<td>Model Application, Interventions &amp; Presentations</td>
<td>Reading Due: See Canvas</td>
</tr>
<tr>
<td>#28</td>
<td>T 12/3</td>
<td>Cancer</td>
<td>Reading Due: Chapter 11</td>
</tr>
<tr>
<td>#29</td>
<td>T 12/8</td>
<td>Model Application, Interventions &amp; Presentations&lt;br&gt;*Instructions to be provided in class. Behavior Change Project Wrap Up&lt;br&gt;*Preparation instructions can be found on Canvas</td>
<td>Reading Due: See Canvas</td>
</tr>
<tr>
<td>#29</td>
<td>Th 12/10</td>
<td>REVIEW FOR FINAL EXAM &amp; CATCH UP!</td>
<td></td>
</tr>
<tr>
<td>#29</td>
<td>S 12/19</td>
<td>FINAL EXAM</td>
<td>10:30am-12:30pm</td>
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</table>

**Required Session Outline**

**Session 1**
- Introduction to the Course
- Icebreakers and getting to know you
- Syllabus overview
- Who Am I? Overview of Culture
- Program Competencies: N/A
- Objectives 1

Reading: Chapter 1

**Session 2**

**Setting the Stage: Defining Health & Intro to the Social Ecological Model**
- Program Competencies: Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies.
- Objectives 1, 4

Reading: Chapters 1, 3, 6 (167-185)

**Session 3**

**Health Behavior Research and the Role of Health Psychologists**
- Program Competencies: Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies.
- Objective 2

Reading: Chapter 2 & 13

**Session 4 & 5**

**Cultural Approaches & Cultural Competency in Public Health**
- Program Competencies: Identify individual and community level needs for health promotion and disease prevention; Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies; Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.
- Objectives 1, 4

Reading: Chapter 12 & Canvas

**Sessions 6, 7, 8, & 9**

**Theories & Models of Change**
- Provide a detailed overview of each of the models in the chapter and discuss selected articles.
- Program Competencies: Identify individual and community level needs for health promotion and disease prevention; Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies; Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.
- Objectives 1, 2, 3, 4, 5

Reading: Chapter 4 & Canvas

**Session 10**

EXAM 1: Chapters 1, 2, 4, 12, 13

**Session 11 & 12**

**Small Group Activity: Behavior Change Project Check In (see Canvas for preparation instructions)**

**Stress & Coping**

**Coping and Social Support**
- Program Competencies: Identify individual and community level needs for health promotion and disease prevention; Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies; Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.
- Objectives 1, 2, 3, 4

Reading: Chapter 7

**Session 13**

**Increasing Healthy Behaviors: Food and Exercise**
- Program Competencies: Identify individual and community level needs for health promotion and disease prevention;
Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies; Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.

- Objectives 1, 2, 3, 4

Reading: Chapter 9

**Session 14**

The Risky Side of Food & Exercise: Eating & Exercise Disorders

- Program Competencies: Identify individual and community level needs for health promotion and disease prevention; Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies; Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.

- Objectives 1, 2, 3, 4

Reading: Chapter 5 (159-164)

**Session 15**

Model Application, Interventions & Presentations

- Program Competencies: Identify individual and community level needs for health promotion and disease prevention; Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies; Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.

- Objectives 1, 2, 3, 4, 5

Reading: See Canvas

**Session 16**

Small Group Activity: Behavior Change Project Check In (See Canvas for preparation instructions)

Reducing Risky Sexual Behavior

- Program Competencies: Identify individual and community level needs for health promotion and disease prevention; Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies; Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.

- Objectives 1, 2, 3, 4

Reading: Chapter 5 (155-159)

**Session 17**

HIV/AIDS Risk Reduction & Treatment

- Program Competencies: Identify individual and community level needs for health promotion and disease prevention; Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies; Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.

- Objectives 1, 3, 4, 5

Reading: Chapter 8

**Sessions 18**

Model Application, Interventions & Presentations

- Program Competencies: Identify individual and community level needs for health promotion and disease prevention; Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies; Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.

- Objectives 1, 2, 3, 4, 5

Reading: See Canvas

**Session 19**

EXAM 2: Chapters 6,7,8,9 & 5 (pgs. 155-164)
### Session 20 & 21

**Substance Abuse: Smoking**

**Model Application, Interventions, & Presentations**

- Program Competencies: Identify individual and community level needs for health promotion and disease prevention; identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies; identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.
- Objectives 1, 2, 3, 4, 5

Reading: Chapter 2 (139-145) & Canvas

### Session 22 & 23

**Substance Abuse: Alcohol**

**Model Application, Interventions, & Presentations**

- Program Competencies: Identify individual and community level needs for health promotion and disease prevention; identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies; identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.
- Objectives 1, 2, 3, 4, 5

Reading: Chapter 2 (145-155) & Canvas

### Session 24

**Chronic Pain Management & Arthritis**

**Pain Management Techniques**

**Cultural Variations in Pain Assessment and Relief**

- Program Competencies: Identify individual and community level needs for health promotion and disease prevention; identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies; identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.
- Objectives 1, 3, 4, 5

Reading: Chapter 10

### Session 25

**ONLINE CLASS DAY, SEE CANVAS FOR INSTRUCTIONS**

**Final Behavior Change Project Check In**

See Canvas for preparation instructions

*Review questions for final exam due today

### Session 26

**Model Application, Interventions & Presentations**

- Program Competencies: Identify individual and community level needs for health promotion and disease prevention; identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies; identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.
- Objectives 1, 2, 3, 4, 5

Reading: See Canvas

### Session 27 & 28

**Cancer**

**Cultural Variations and Cancer Trends**

**Health Behaviors and Cancer**

**Application of Models in Cancer Prevention**

*Final behavior change project check in (see Canvas for preparation instructions)*

- Program Competencies: Identify individual and community level needs for health promotion and disease prevention; identify principles of community health that are needed for the development of effective health promotion and
disease prevention strategies; Identify strategies that effectively incorporate cultural competence within health promotion and community health initiatives.

- Objectives 1, 3, 4, 5

Reading: Chapter 11 & Canvas

Session 29

REVIEW SESSION FOR FINAL EXAM
Submit review questions no later than 12/9