**HLTH 230: Introduction to Health Behavior**

**Semester:** Fall 2017  
**Classroom and Time:** School of Public Health Building (SPH), Room #1312  
Tuesday, Thursday  
3:30-4:45PM

**Instructor:** Craig S. Fryer, DrPH, MPH  
**Office:** SPH 1234X  
**Phone:** 301.405.0818  
**Email:** csfryer@umd.edu

**Office Hours:** By Appointment Only

**Teaching Assistant:** Reva Datar  
**Office:** SPH 1224, Cubicle J  
**Email:** rdatar@terpmail.umd.edu

**Office Hours:** Tuesdays: 1:30-2:30PM; Thursdays: 12:30-2:30PM and by appointment

**Undergraduate T.A.:** Melissa Barrios

**Course Pre/Co-Requisites:** HLTH 130: Introduction to Public 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 this course 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)

**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 include three exams, five quizzes, the health behavior project, and in-class assignments.

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, including unannounced quizzes cannot be made up. Exams may be made up with an approved, official 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. When emailing your TA, with a question; ALWAYS copy Dr. Fryer. 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.courseevalum.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 observances. **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).

**University Course Related Policies:**

All University of Maryland-approved course policies are provided at the following website: [http://www.ugst.umd.edu/courserelatedpolicies.html](http://www.ugst.umd.edu/courserelatedpolicies.html)

Policy descriptions, resources, and links to official policy documents are provided for:

**Academic Integrity:** What is cheating? What is plagiarism? What is the Honor Pledge?

**Code of Student Conduct:** What behavior is prohibited?

**Sexual Misconduct:** What to do in case of sexual harassment or sexual assault.

**Discrimination:** Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.
Accessibility: Information about disability support services (DSS) and accommodations.

Attendance, Absences, or Missed Assignments: The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.

Student Rights Regarding Undergraduate Courses: What should I find in the course syllabus? Am I allowed to see my exams after they are graded?

Official UMD Communication: Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.

Mid-Term Grades: Provided for 100 and 200 level courses, and all student athletes.

Complaints about Course Final Grades: Questions about course grades should first be addressed to the course instructor.

Copyright and Intellectual Property: Who owns the work that I produce in class?

Final Exams: Final exams are scheduled by the University.

Course Evaluations: The School of Public Health is committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction.

Campus Resources: ELMS, counseling, learning workshops, tutoring, writing help, questions about graduation, adding or dropping classes, withdrawing from the semester, etc.

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, quizzes, in-class assignments, and a personal behavior change project.

Exams:
There will be three exams in this class, each worth 100 points. Exams will consist of 50 questions, each worth 2 points. 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: 100 points
Exam 2: 100 points
Exam 3: 100 points

Total Exam Points: 300 points

Unannounced Quizzes:

Additionally, there will be a series of six (6) unannounced “pop” quizzes throughout the semester. These quizzes will cover material from the previous class lecture and the reading assigned for the day in which the quiz is administered. You will have 15 minutes to complete each quiz. Each quiz will be comprised of 5 questions and will be worth 10 points. At the end of the semester, you will be able to drop your lowest quiz score (only one quiz score). If you are not in class at the time of the quiz (this includes tardiness) you will NOT be able to make it up.
Total Quiz Points: 50 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 2 points.

Total In-Class Assignment Points: 20 points

Behavior Change Project:

The behavior change project will consist of semester-long journal entries documenting your progress through a singular behavior change throughout the semester. There are a total of 11 journal entries, but only ten are officially calculated into your final grade. Thus, if you complete and submit all journal entries ON TIME, you can have three points added to your total score for the course. Journal submissions will be due Fridays by 5:00PM via Canvas. Each journal entry will be worth 3 points and reflect your journey as well as application of the material learned in class that week. Students will electronically submit their journal entries using Canvas and only Dr. Fryer and the graduate T.A. will have access to the entries. Late journal entries submitted on the due date, but after 5PM will have one point deducted and assignments submitted a day later (Saturday) will be scored with zero (0) points.

Total Project Points: 30 Points

TOTAL POSSIBLE COURSE POINTS: 400 Points

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>100-96% (400-382 points)</td>
<td>A+</td>
<td>75-73% (301-290 points)</td>
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<tr>
<td>95-93% (381-370 points)</td>
<td>A</td>
<td>72-70% (289-280 points)</td>
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<tr>
<td>92-90% (369-360 points)</td>
<td>A-</td>
<td>69-66% (279-262 points)</td>
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<tr>
<td>89-86% (359-342 points)</td>
<td>B+</td>
<td>65-63% (261-250 points)</td>
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<tr>
<td>85-83% (341-330 points)</td>
<td>B</td>
<td>62-60% (249-240 points)</td>
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<tr>
<td>82-80% (329-320 points)</td>
<td>B-</td>
<td>Below 60% (239 &amp; below)</td>
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<tr>
<td>79-76% (319-302 points)</td>
<td>C+</td>
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REMINDER: Final Grades will NOT be changed. The instructor will not provide extra points to put you up into the next grade break. All half points have already been accounted for in the above calculation.
## Course Outline / Course Calendar

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
</tr>
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<tbody>
<tr>
<td># 1</td>
<td>T, 8/29</td>
<td>Welcome Introduction to Course</td>
<td>None</td>
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<tr>
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<td>Review of Syllabus</td>
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<td>Icebreaker Activity</td>
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<td># 2</td>
<td>TH, 8/31</td>
<td>Research Methods</td>
<td>Readings on Canvas:</td>
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<td></td>
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<td></td>
<td>■ Research Methods in Health Psychology</td>
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<td># 3</td>
<td>T, 9/5</td>
<td>Dimensions of Health and Public Health</td>
<td>Chapter 1</td>
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<td>Health and Behavior</td>
<td>*Statement of Understanding Due</td>
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<td>Health Promotion</td>
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<tr>
<td># 4</td>
<td>TH, 9/7</td>
<td>Understanding Health Determinants</td>
<td>Readings on Canvas:</td>
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<td>■ Social Determinants Approach</td>
<td>■ CDC. (2013).</td>
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<td></td>
<td>Introduction to the Health Behavior Project</td>
<td>■ Koh, HK, Oppenheimer, SC, et al. (2010).</td>
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<tr>
<td># 5</td>
<td>T, 9/12</td>
<td>The Social Ecological Perspective</td>
<td>Chapter 2</td>
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<td>■ Social Ecological Model</td>
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<tr>
<td># 6</td>
<td>TH, 9/14</td>
<td>Foundations of Health Behavior Theory</td>
<td>Chapter 3</td>
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<td>Additional Readings on Canvas:</td>
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<td></td>
<td>■ Glanz and Bishop (2010).</td>
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<tr>
<td># 7</td>
<td>T, 9/19</td>
<td>Individual Level Theories of Health Behavior</td>
<td>Chapter 4 (pgs. 97-102; 113-118)</td>
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<tr>
<td></td>
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<td>■ Expectancy Value Theory</td>
<td>Additional Readings on Canvas:</td>
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<tr>
<td># 8</td>
<td>TH, 9/21</td>
<td>Health Belief Model Applied</td>
<td>Video Clip: <em>The Weight of the Nation: Choices</em> (On Canvas)</td>
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<td>Readings on Canvas:</td>
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<td></td>
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<td></td>
<td>■ James et al. (2012).</td>
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<tr>
<td># 9</td>
<td>T, 9/26</td>
<td>Individual Level Theories of Health Behavior</td>
<td>Chapter 4 (pgs. 103-113; 122-124)</td>
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<td></td>
<td>■ Expectancy Value Theory</td>
<td>Additional Readings on Canvas:</td>
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<td></td>
<td></td>
<td>■ Theory of Planned Behavior (TPB)</td>
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</tbody>
</table>
| #10 | TH, 9/28 | Theory of Reasoned Action and Theory of Planned Behavior Applied | Readings on Canvas:  
- Eto et al. (2011).  
- Jemmott et al. (2002).  

*Journal 3 - Due Friday 9/29 @ 5PM

| #11 | T, 10/3 | Review Session for EXAM #1 | Q & A Discussion

| #12 | TH, 10/5 | EXAM #1 | Remember to bring a #2 pencil

| #13 | T, 10/10 | Stages of Change Models  
- Trantheoretical Model (TTM)  
Behavior Change Project Check-In | Chapter 10 (pgs. 257-267)  
Additional Reading on Canvas:  

| #14 | TH, 10/12 | Transtheoretical Model (TTM) Applied | Reading on Canvas:  
- Adams and White (2003).  

*Journal 4 - Due: Friday 10/13 @ 5PM

| #15 | T, 10/17 | Stages of Change Models  
- Precaution Adoption Process Model (PAPM) | Chapter 10 (pgs. 267-274)  
Additional Reading on Canvas:  
- *Theory at a Glance*, pgs. 18-19, especially Figure 4.

| #16 | TH, 10/19 | Precaution Adoption Process Model (PAPM) Applied | Readings on Canvas:  
- Blalock et al. (1996).  

[Study Guide for Exam #2 Posted]

| #17 | T, 10/24 | Interpersonal Level Theories of Health Behavior  
- Self-Regulation  
Social Cognitive Theory (SCT) | Chapter 5  
Additional Reading on Canvas:  

| #18 | TH, 10/26 | Social Cognitive Theory (SCT) Applied | Reading on Canvas:  

*Journal 5 - Due: Friday 10/20 @ 5PM

| #19 | T, 10/31 | Review Session for EXAM #2 | Q & A Discussion

| #20 | TH, 11/2 | EXAM #2 | Remember to bring #2 Pencil

| #21 | T, 11/7 | Cultural Approaches to Health  
The Role of Spirituality in Health and Wellness | Readings on Canvas:  
| #22 | TH, 11/9 | The Role of Stress, Stigma, and Social Support in Health Behavior | Readings on Canvas:  
*Journals 7 & 8 - Due Friday 11/10 @ 5PM |
| #23 | T, 11/14 | Transitioning to Outer Influences on Health Behavior  
  - Social Influence Theory | Chapter 6 |
| #24 | TH, 11/16 | Social Influence Theory Applied | Readings on Canvas:  
  - Cohen et al. (2012).  
  - Kelly et al. (1992).  
*Journals 9 - Due Friday 11/17 @ 5PM |
| #25 | T, 11/21 | The Impact of Racism on Health and Wellness |  |
| TH, 11/23 | THANKSGIVING HOLIDAY | NO CLASS |  |
| #26 | T, 11/28 | Community Level Theories of Health Behavior  
  - Diffusion of Innovations Theory | Chapter 7  
  - Additional Reading on Canvas:  
    - Theory at a Glance, pgs. 27-29. [Study Guide for Exam #3 Posted]  
*Journal 10 - Due Friday 12/1 @ 5PM |
| #27 | TH, 11/30 | Diffusion of Innovations (DOI) Theory Applied | Reading on Canvas:  
*Journal 11 - Due Friday 12/8 @ 5PM |
| #28 | T, 12/5 | The Social Ecological Model Revisited | Additional Readings on Canvas:  
  - Weiner et al. (2012). |
| #29 | TH, 12/7 | Review Session for EXAM #3 |  
  - Q & A Discussion  
*Journal 11 - Due Friday 12/8 @ 5PM |
| #30 | TBD | EXAM #3  
  - Day, Date | Time | SPH 1312 |  
  - Remember to bring #2 Pencil |

### Required Session Outline

#### Session 1

**Introduction to the Course**  
**Syllabus Overview**  
- Program Competencies: N/A  
- Objective 1  
**Icebreakers (Getting to Know You)**  
**Reading:** None

#### Session 2

**Overview of Research Methods**  
**Reading:** Research Methods in Health Psychology [ON CANVAS]
### Session 3

**Dimensions of Health, Health Behavior, and Health Promotion** (defining wellness, spirituality, and quality of life)  
**Leading Causes of Death**

- Program Competencies: Identify principles of community health that are needed for the development of effective health promotion and disease prevention strategies.  
- Objectives 1, 4

**Assignment**: Statement of Understanding - Go to CANVAS, download the syllabus, review the syllabus thoroughly and submit a message to Dr. Fryer attesting to your understanding of the syllabus.  
**Due by Tuesday, 9/5 by 3:30PM**

Please use the following language in your message:

*Dr. Fryer,*  
I have read, reviewed and understand the content (expectations, due dates, and policies) of the course syllabus.  
Please include your Name and UID # in the signature of your email communication.

**DUE via Email: Statement of Understanding**

### Session 4

**Understanding Health Determinants**  
**Social Determinants Approach**  
**Vulnerable Populations**

- Program Competencies: 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.  
- Objective 2

**Readings:**  

**Introduction to the Health Behavior Project** (strategies for change, goal setting, incentives, barriers, support)

### Session 5

**The Social Ecological Perspective**  
**The Social Ecological Model** (theorists, overview of constructs, strengths, limitations, application)

- 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

### Session 6

**Foundations of Health Behavior Theory** (overview, strengths, limitations, application)

- 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 3


DUE: Journal 1 - Friday 9/15 by 5PM

Session 7 & 8

Health Belief Model (theorists, overview of constructs, strengths, limitations, application)
- 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 (pgs. 97-102; 113-118).


Watch the Video Clip: *The Weight of the Nation: Choices* (On Canvas)
- Complete the Video Reaction Worksheet and submit on Canvas

DUE: Journal 2 - Friday 9/22 by 5PM

Sessions 9 & 10

Expectancy Value Theory (theorists, overview of constructs, strengths, limitations, application)
Theory of Reasoned Action (theorists, overview of constructs, strengths, limitations, application)
Theory of Planned Behavior (theorists, overview of constructs, strengths, limitations, application)
- 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 (pgs. 103-113; 122-124)

*Theory at a Glance*, pgs. 16-18


DUE: Journal 3 – Friday 9/29 by 5PM
Session 11
Review Session EXAM #1
DUE: Questions for Review Session

Session 12
EXAM #1

Session 13 & 14
Transtheoretical Model (TTM) (overview, strengths, limitations, application)
- 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 10 (pgs. 257-267)

Theory at a Glance, pgs. 15-16


DUE: Journal 4 – Friday 10/13 by 5PM

Session 15 & 16
Precaution Adoption Process Model (PAM) (overview, strengths, limitations, application)
- 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 10 (pgs. 267-274)

Theory at a Glance, pgs. 18-19, especially Figure 4


DUE: Journal 5 – Friday 10/20 by 5PM

Session 17 & 18
Social Cognitive Theory (theorists, overview of constructs, strengths, limitations, application)
Behavior Change Project Check In.
- 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 5

Theory at a Glance, pgs. 19-22

Native American Youth. Journal of Nutrition Education & Behavior, 36, 298-304.

DUE: Journal 6 – Friday 10/27 by 5PM

Session 19

Review Session EXAM #2

DUE: Questions for Review Session

Session 20

EXAM #2

Sessions 21

Cultural Approaches to Health (cultural competency, the cultural iceberg, impacts of culture on health)
The Role of Spirituality in Health and Wellness (defining religiousness, impacts of religion on 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

Guest Speaker: TBD

Reading:

Session 22

The Role of Stress, Stigma, and Social Support in Health 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:

DUE: Journals 7 (role of religiosity on your behavior) and 8 (role of stress on your behavior) – Friday 11/10 by 5PM

Sessions 23 & 24

Social Influence Theory (theorists, overview of constructs, strengths, limitations, application)

- 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 6

DUE: Journal 9 – Friday 11/17 by 5PM

### Session 25

The Impact of Racism on Health and Wellness (In-Class Video 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

### Sessions 26 & 27

Diffusion of Innovations Theory (theorists, overview of constructs, strengths, limitations, application)
- 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 7

*Theory at a Glance*, pgs. 27-29


DUE: Journal 10 - Friday 12/1 by 5PM

### Session 28

The Social Ecological Model Revisited (theorists, overview of constructs, strengths, limitations, application)
- 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:

DUE: Journal 11 – Friday 12/8 by 5PM

### Session 29

Review Session EXAM #3

Due: Questions for Review Session

### Session 30

EXAM #3