



# University of Maryland College Park School of Public Health Department of Behavioral & Community Health

## HLTH 665 – Health Behavior I

**Semester:** Fall 2018

**Classroom and Time:** SPH 1234A, Wednesday, 4:00-6:45 pm

**Office Hours:**

**Instructor:** Professor Robert H. Feldman, Ph.D., FAAHB

Wednesday 1:00-3:00 pm

**Office:** 1234U SPH

By appointment

**Phone:** 301.405.2519 (tel), 301.314.9167 (fax)

**Email:** rfeldman@umd.edu

### Required Text:

*Glanz, K., Rimer, B.K. & Viswanath, K. (Eds.). (2015). Health behavior: Theory, research and practice. (5th ed.). San Francisco: Jossey-Bass. ISBN: 978-1-118-62898-0*

### Course Description:

*The purpose of the course is to provide the student with an understanding of the application of the social and behavioral sciences to health. The social and behavioral sciences in public health address the behavioral, social and cultural factors related to individual and population health and health disparities over the life course. Public health issues related to individuals and populations will be examined in terms of social and behavioral theories, empirical research findings, and methodologies.*

### Learning Objectives (LO)

After completing this course, students should be able to:

1. Apply health behavior theories to understand public health issues at the individual, organizational, community, and population levels and through the interaction of these levels.
2. Describe and compare theories and principles of health behavior change. Analyze their applicability to diverse populations and different types of health behavior problems, including interactions between behavior and the environment.
3. Describe and apply an ecological framework to the description and analysis of health behavior and public health issues.
4. Examine and analyze the influence of major social constructs, such as, age, gender, ethnicity, and social class on health behavior, health status, health disparities and illness outcomes.
5. Describe the major health behavior theories, and explain their strengths and weakness.
6. Apply each health behavior theory to a health issue.
7. Describe and discuss the application of a planning model to health behavior change programs.
8. Describe and discuss the application of a needs assessment to health behavior issues and programs.
9. Describe ethical issues of health behavior research.

## Course Outline / Course Calendar:

Course Schedule Summary			
Session	Date	Topic	Assignments
# 1	8/29	Introduction to Health Behavior	
# 2	9/5	Defining Health Behavior	
# 3	9/12	Health Belief Model	
# 4	9/19	Theories of Reasoned Action & Planned Behavior	
# 5	9/26	Self-Efficacy and Social Cognitive Theory	
# 6	10/3	Transtheoretical Model	
# 7	10/10	<b>Examination I</b>	
# 8	10/17	Needs Assessment and Research Ethics	
# 9	10/24	Social Support	
# 10	10/31	Ecological Models	
# 11	11/7	Program Planning and Health Behavior	
# 12	11/14	Social Marketing	
# 13	<b>11/21</b>	<b>* THANKSGIVING *</b>	
# 14	11/28	Behavioral Economics and Health	
# 15	12/5	Presentations	
#16	12/12	<b>Examination II</b>	

Session Outline	
<b>Session 1</b>	<b>August 29</b>
Topic: Introduction to health behavior Learning Objectives for Session: #4 Required reading: Chapter 1	
<b>Session 2</b>	<b>September 5</b>
Topic: Defining health behavior Learning Objectives for Session: # 4 Required reading: Chapter 2	
<b>Session 3</b>	<b>September 12</b>
Topic: Health Belief Model Learning Objectives for Session: # 1,5,6 Required readings: Chapters 4,5	

<b>Session 4</b>	<b>September 19</b>
Topic: Theories of Reasoned Action and Planned Behavior Learning Objectives for Session: #1,5,6 Required readings: Chapter 6	
<b>Session 5</b>	<b>September 26</b>
Topic: Self-Efficacy and Social Cognitive Theory Learning Objectives for Session: #1,5,6 Required readings: Chapters 8,9	
<b>Session 6</b>	<b>October 3</b>
Topic: Transtheoretical Model Learning Objectives for Session: # 1,5,6 Required readings: Chapter 7	
<b>Session 7 EXAMINATION I</b>	<b>October 10</b>
<b>Session 8</b>	<b>October 17</b>
Topic: Needs Assessment and Research Ethics Learning Objectives: #8,9	

<b>Session 9</b>	<b>October 24</b>
Topic: Social Support Learning Objectives for Session: #1,5,6 Required readings: Chapter 10	
<b>Session 10</b>	<b>October 31</b>
Topic: Ecological Models Learning Objectives for Session: #1,2,3,5,6 Required readings: Chapter 3	
<b>Session 11</b>	<b>November 7</b>
Topic: Program Planning and Health Behavior Learning Objectives for Session: #7 Required readings: Chapter 19	
<b>Session 12</b>	<b>November 14</b>
Topic: Social Marketing Learning Objectives for Session: #1,5,6 Required readings: Chapter: 21	
<b>Session 13</b>	<b>November 21</b>
<b>* THANKSGIVING *</b>	

<b>Session 14</b>	<b>November 28</b>
Topic: Behavioral Economics and Health Learning Objectives for Session # 1,5,6 Required readings: Chapter 20	
<b>Session: 15</b>	<b>December 5</b>
Presentations Learning Objectives for Session: #1,6	
<b>Session: 16</b>	
<b>EXAMINATION II</b>	<b>December 12</b>

### Readings – Fall 2018

#### Part I

1. Solazzo, A. et al. (2018). State-level climate, anti-discrimination la, and sexual minority health status: An ecological study. Social Science & Medicine, 196,158-165.
2. Detollenaere, J. et al. (2017). Association between cultural distance and migrant self-rated health. European Journal of Health Economics, DOI 10.1007/s10198-017-0881-y.
3. Masoudiyekta, L. et al. (2018). Effect of education based on health belief model on the behavior of breast cancer screening in women. Asian Pacific Journal of Oncological Nursing, 5, 114-120.
4. Brown, DJ, et al. (2018). Predicting fruit and vegetable consumption in long-haul heavy goods vehicle drivers. Appetite, 121, 326-336.
5. Cuadrado, E. et al. (2017). The self-efficacy scale for adherence to the Mediterranean diet (SESAMeD): A scale construction and validation. Appetite, 120, 6-15.
6. Levesque, D. et al. (2018). Stage-based mobile intervention for substance use disorders in primary care. Journal of Medical Internet Research (JMIR) Medical Informatics, 6(1), e1

## **Part II**

- 8.1 Van Gelderen, S. et al. (2018). Trailing the community-based collaborative action research framework: Supporting rural health through a community health needs assessment. Health Promotion Practice, 1-11.
- 8.2 Creighton, G. et al. (2018). Photovoice ethics: Critical reflections from men's mental health research. Qualitative Health Research, 28(3), 446-455.
9. Mackey, E. et al. (2018). Perceived social support for exercise and weight loss in adolescents undergoing sleeve gastrectomy. Obesity Surgery, 28, 421-426.
10. Dyson, Y. et al. (2018). Using the Social-Ecological Model of HIV prevention to explore HIV testing behaviors of young Black college women. Journal of the Association of Nurses in AIDS Care, 29, 53-59.
11. Hiatt, R. et al. (2018). The San Francisco Cancer Initiative: A community effort to reduce the population burden of cancer. Health Affairs, 37(1), 54-61.
12. Samad, N. et al. (2018). Use of social marketing in diabetes control in the UAE context. International Journal of Healthcare Management, 11(1), 1-7.
14. Carroll, K., et al. (2018). Food bundling as a health nudge: Investigating consumer fruit and vegetable selection using behavioral economics. Appetite, 121, 237-248.

### **The following ASPH MPH competencies are addressed in this course:**

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
2. Identify the causes of social and behavioral factors that affect health of individuals and populations.
3. Identify individual, organizational and community concerns, assets, resources and deficits for social and behavioral science interventions.
4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
6. Describe the role of social and community factors in both the onset and solution of public health problems.
7. Describe the merits of social and behavioral science interventions and policies.
8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
9. Apply ethical principles to public health program planning, implementation and evaluation.
10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

## Course Requirements

Evaluation			Grading	
Examination I	October 10, 2018	30 points	90-100 points	A+
			80-89 points	A
Examination II	December 12, 2018	30 points	70-79 points	A-
			60-69 points	B+
Paper*	December 5, 2018	30 points	50-59 points	B
			40-49 points	B-
Presentation	December 5, 2018	10 points	30-39 points	C+
			20-29 points	C
			10-19 points	C-
			0-9 points	D/F

\*The student is required to submit the course paper by December 5, 2018. The paper should be 8-10 pages double-spaced and include:

### Paper

1. Select a specific health problem.
2. Select a specific health behavior related to the problem.
2. Select a particular population that is impacted by this health problem (needs assessment).
3. Select one theory at one ecological level and a second theory at a second ecological level.
4. For each theory:
  - 4.1 describe the theory,
  - 4.2 provide rationale for why you selected the theory,
  - 4.3 discuss the strengths **and** weaknesses of each theory.
5. Describe an intervention that integrates both theories addressing the health problem of your population.
6. Discuss how you would address ethical issues related to your intervention.
7. References (do not include the textbook).

Be sure to include a title of your paper.

**Names and Pronouns:** Many people might go by a name in daily life that is different from their legal name. In this classroom, we seek to refer to people by the names that they go by. Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited (if you want to) to share what pronouns you go by, and we seek to refer to people using the pronouns that they share. The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](https://trans.umd.edu) to learn more.

### **Course Policies:**

#### Email – The Official University Correspondence:

**Verify your email address** by going to [www.my.umd.edu](http://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 announcement, messages, deadlines, etc.** Email addresses can be quickly and easily updated at [www.my.umd.edu](http://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](http://www.helpdesk.umd.edu) or call 301-405-1400.

Late work and Missed Exams / Assignments: Late papers will lose 3 points a day. Missed exams and/or presentations will only be rescheduled with a documented excuse.

#### Personal Technology Use Policy

The use of laptops and tablets are permitted and encouraged 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.

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.**

Special Accommodations / Disability Support Services:

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, you will need documentation from Disability Support Service (301-314-7682). If you are ill or encountering personal difficulties, please let the instructor know as soon as possible. You can also contact Learning Assistance Services (301-314-7693) and/or the Counseling Center (301-314-7651) for assistance.

### Academic Integrity:

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>.

The Honor Pledge is a statement undergraduate and graduate students should 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>.

### 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.

Health Behavior Journals

American Journal of Health Behavior

American Journal of Health Education

American Journal of Health Promotion

American Journal of Public Health

Annals of Behavioral Medicine

Health Education & Behavior

Health Education Research

Health Psychology

International Journal of Health Education

Journal of Behavioral Medicine

Journal of Health and Social Behavior

Journal of Health Behavior, Education and Promotion

Journal of Health Psychology

Journal of Occupational Health Psychology

Journal of School Health

Medical Care

Psychology and Health

Social Sciences and Medicine