



# University of Maryland School of Public Health

## HLTH 665 – Health Behavior I

**Semester:** Spring 2019  
**Classroom:** SPH 0308  
**Date and Time:** Thursday, 4:00-6:45 pm  
**Instructor:** Donna Howard, DrPH, MPH  
**Office:** 1234D SPH  
**Phone:** (301) 405-2520  
**Email:** [dhoward1@umd.edu](mailto:dhoward1@umd.edu)  
**Office Hours:** Tues, 3:30-4:30 or  
By Appointment

### 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.

**Course Pre- and Co-requisites:** None

### Course Learning Objectives:

Upon completing this course, the student will 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.

**Program Competencies Addressed in this Course:**

**The following ASPH MPH/PhD competency is addressed in this course:**

1. Choose major social, behavioral and public health theories to use with the design and evaluation of interventions.

**Required Texts and Other Readings:****Required Text:**

*Glanz, K., Rimer, B.K. & Viswanath, K. (Eds.). (2015). Health Behavior: Theory, Research and Practice. (5th Edition.). San Francisco: Jossey-Bass. ISBN: 978-1-118-62898-0*

Note: The bookstore is working to make ordering books as simple as possible. Please open the following link to access purchasing information:

**HLTH 665: Health Behavior I**

<http://www.facultybookshelf.org/course/20938>

**Other Required Readings:**

In addition to the text, a series of journal articles will be required reading. These, along with all other course materials, can be found on the course Canvas (CV).

**Required Technology and Other Materials:** None

**Course Communication**

Course communication will be through the H665 course Canvas. Students will be informed of any scheduling changes, the posting of course lectures notes and exam study guides via Canvas email. Students can also contact the instructors directly using their 'umd' email address or during scheduled office hours.

**Please check the class Canvas every week for announcements!**

**Course Requirements and Expectations:**

This class focuses on the core theoretical foundations for the science and practice of public health. Mastery of course material requires memorization and the ability to think critically about the social determinants of health and health behavior. The class format combines lectures, interactive dialogue and student facilitated discussions. To be successful in H665, students are expected to attend class regularly, participate in class discussions and complete required readings **PRIOR TO THE CLASS SESSION FOR WHICH IT IS ASSIGNED.**

University policy prohibits mandating course attendance. While University policy prohibits mandating course attendance, attendance is critical to learning and successful attainment of the course objectives and curriculum competencies. If you hope to do well in this class, you must attend regularly, thoughtfully complete the assigned readings before coming to class and pay attention in class :)

**Major Graded Assignments:** There will be 2 exams. The dates for the exams are as follows:

**Exam 1: March 7**

**Exam 2: May 16, During Finals Week**

Each exam will consist of multiple choice, fill-in and/or short answer questions and will cover material from class lectures and the assigned readings.

**Individually or in pairs, students will be responsible for facilitating a graded class discussion on one of the journal articles that is part of the assigned reading for the class.** Presentations should be approximately 30 minutes in length, facilitated by a power point, and include: 1) brief overview of article purpose/aims; 2) detailed discussion of the application of the health behavior theory; 3) strengths, limitations, and implications; 4) discussion questions. A one page word-processed summary of this presentation should be turned in on the day of the article review. **The guidelines for the Facilitated Article Discussion presentation are on our course Canvas under the Module: “January 31: Social/Behavioral Theory and Its Roots in Public Health – Part I”.**

**The integrative project for this class consists of an individual Research Proposal. Formal class presentations of research proposals will also be graded.** The guidelines for the Research Proposal and presentation are on our course Canvas under the Module: “February 7: Social/Behavioral Theory and Its Roots in Public Health – Part II”.

**All deliverables must be submitted in hard copy, unless otherwise specified.**  
**Submission of deliverables up to 48 hours after the due date will incur a 10 point penalty.**  
**Submissions later than 48 hours after the due date will not be graded.**

#### University Course Related Policies:

All University of Maryland-approved/course policies are provided at the following website:

<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.

A link to the new policy covering absences from class can be found at:

[https://faculty.umd.edu/teach/attend\\_change.html](https://faculty.umd.edu/teach/attend_change.html)

**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.

### **Course Procedures and Policies:**

#### **Ground Rules:**

Arrive and depart from class at the appropriate time. It is disruptive and disrespectful to the class for students to pick up and leave during the session.

Show respect for yourself and others; listen actively and participate regularly. It is extremely rude to talk in class when someone else, either the professor or another student, is speaking.

Engaging in outside work during class time is unacceptable- this includes **outside work being done on your laptop**, text messaging, doing puzzles and reading the Diamondback.

Food consumption during class is discouraged.

Please turn your cell phones off before coming to class.

### **H665 MISSED EXAM POLICY BELOW**

#### **Missed Exams:**

Students are expected to be in attendance on the specified date and time set in the syllabus for all exams. Make-up exams will be considered only for those students who have a legitimate reason for absence and provide written documentation to substantiate their absence from class on the day of the exam. In such an event, the professor *must* be contacted on the exam day. Otherwise, no accommodations will be made for taking a make-up exam. Self-signed notes are not appropriate as an excuse for absences or late submission of major scheduled grading events ((ie. exam or graded assignment).

It is the student's responsibility to check with the professor or classmates and obtain notes, handouts, or other information missed during an absence.

#### **Inclement Weather / University Closings / Emergency Procedures:**

In the event that the University has a delayed opening or 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.

#### **Available Support Services for H665:**

If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Bldg, 301 (314-7693). Their

educational counselors can help with time management, reading, note-taking and exam preparation skills. All their services are free to UM students.

**If you need research assistance from a librarian, please contact Nedelina Tchangalova, the SPH Librarian, at: ([nedelina@umd.edu](mailto:nedelina@umd.edu)); 301.405.9151**

**Use of Course Assistance Websites and Online Group Forums:**

Course assistance websites, such as CourseHero and others, are not permitted sources for SPH courses, unless the professor explicitly gives permission for you to use one of these sites. Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and more generally shortcuts the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion (e.g., GroupME or WeChat). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited. Examples include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Additional information on academic integrity is found in University Course Related Policies.

**Grading Procedures:**

<b>Evaluation</b>		<b>Grading</b>		
<b><u>Assignment</u></b>	<b><u>Points</u></b>	<b>Grades will be based upon total points earned throughout the semester:</b>		
<b>Exam 1</b>	<b>100</b>	<b>Grade</b>	<b>Points</b>	
<b>Exam 2</b>	<b>100</b>	<b>A+</b>	<b>350 - 335</b>	<b>(100-96 %)</b>
<b>Research Proposal and Presentation</b>	<b>100</b>	<b>A</b>	<b>334 - 324</b>	<b>(95-93 %)</b>
<b>Facilitated Article Discussion</b>	<b>50</b>	<b>A-</b>	<b>323 - 314</b>	<b>(92-90 %)</b>
	<b>350</b>	<b>B+</b>	<b>313 - 300</b>	<b>(89-86 %)</b>
		<b>B</b>	<b>299 - 289</b>	<b>(85-83 %)</b>
		<b>B-</b>	<b>288 - 279</b>	<b>(82-80 %)</b>
		<b>C+</b>	<b>278 - 265</b>	<b>(79-76 %)</b>
		<b>C</b>	<b>264 - 254</b>	<b>(75-73 %)</b>
		<b>C-</b>	<b>253 - 244</b>	<b>(72-70 %)</b>
		<b>D+</b>	<b>243 - 230</b>	<b>(69-66 %)</b>
		<b>D</b>	<b>229 - 219</b>	<b>(65-63 %)</b>
		<b>D-</b>	<b>218 - 209</b>	<b>(62-60 %)</b>
		<b>F</b>	<b>≤ 208</b>	

**Course Outline / Course Calendar:****- Course Schedule Summary -**

<b>Session</b>	<b>Date</b>	<b>Topic</b>	<b>Readings/Assignment</b>
<b># 1</b>	1/31	Course Overview Social/Behavioral Theory and Its Roots in Public Health – Part I	<b>Purchase text</b>  <i>Glanz: Chapter 1</i> <i>Budget Cuts and the Politics of Research</i> <b>Editorial (CV)</b> <b>Access Canvas (CV) course materials</b> <b>Facilitated Article Discussion Instructions</b> <b>Sign up for Facilitated Article Discussions</b>
<b># 2</b>	2/7	Social/Behavioral Theory and Its Roots In Public Health – Part II	<i>Glanz: Chapter 2</i> <i>To Go Boldly (CV)</i> <b>Research Proposal Instructions</b> <b>Sign up for Research Proposal</b> <b>Presentations</b>
<b># 3</b>	2/14	Health Belief Model	<i>Glanz: Chapters 4-5</i> <i>Uptake of the human papillomavirus vaccine in Kenya: testing the health belief model through pathway modeling on cohort data (CV)**</i>
<b># 4</b>	2/21	Theories of Reasoned Action and Theory of Planned Behavior	<i>Glanz: Chapter 6</i> <i>Daughters at Risk of Female Genital Mutilation: Examining the Determinants of Mothers' Intentions to Allow Their Daughters to Undergo Female Genital Mutilation (CV)**</i> <b>Study Guide for Exam #1 posted on CV</b>
<b># 5</b>	2/28	Transtheoretical Model	<i>Glanz: Chapter 7</i> <i>Randomized Trial of a Lifestyle Physical Activity Intervention for Breast Cancer Survivors: Effects on Transtheoretical Model Variables (CV)**</i>
<b># 6</b>	3/7*	<b>EXAM 1</b>	
<b># 7</b>	3/14	Self-Efficacy and Social Cognitive Theory	<i>Glanz: Chapters 8-9</i> <i>What psycho-social factors determine Intimate Partner Violence of men against women? A social cognitive theory-based study (CV)**</i>
<b># 8</b>	3/21	<b>NO CLASS:</b>	<b>SPRING BREAK    SPRING BREAK    SPRING BREAK</b>

## - Course Schedule Summary -

**Session    Date    Topic    Readings/Assignment**

**\* Major Scheduled Grading Event;\*\* Student Facilitated Graded Class Discussion**

# 9	3/28	Stress and Coping	<i>Glanz: Chapter 12</i> <i>Saliendo Adelante: Stressors and Coping Strategies Among Immigrant Latino Men Who Have Sex With Men in a Nontraditional Settlement State (CV)**</i>
# 10	4/4	Social Networks/ Social Support	<i>Glanz: Chapters 10-11</i> <i>The buffering effect of social support on the relationship between discrimination and psychological distress among church-going African-American adults (CV)**</i>
# 11	4/11	Diffusion of Innovations	<i>Glanz: Chapter 16</i> <i>"I Gotta Go With Modern Technology, So I'm Gonna Give 'em the Narcan": The Diffusion of Innovations and an Opioid Overdose Prevention Program (CV)**</i>
# 12	4/18*	Socio-Ecological Models	<i>Glanz: Chapter 3</i> <i>Limiting access to lethal means: applying the social ecological model for firearm suicide prevention (CV)**</i> <b>Research Proposals Due</b>
# 13	4/25	PRECEDE-PROCEED/ Needs Assessment	<i>Glanz: Chapter 19</i> <i>"He's the Number One Thing in My World": Application of the PRECEDE-PROCEED Model to Explore Child Car Seat Use in a Regional Community in New South Wales (CV)**</i> <b>Study Guide for Exam #2 posted on CV</b>
# 14	5/2*	Ethics	<i>Toward a Fourth Generation of Disparities Research to Achieve Health Equity (CV)</i>  <b>*Research Proposal Presentations</b> Electronic submission of power point PDF due by 2pm for those presenting
# 15	5/9*		<b>*Research Proposal Presentations</b> Electronic submission of power point PDF due by 2pm for those presenting
# 16	5/16* <b>During Finals Week</b>	<b>Exam 2: 4:00 - 6:45pm, unless otherwise noted</b>	

## - Session Outline -

### Course Learning Objectives:

**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.

**\* Major Scheduled Grading Event; \*\* Student Facilitated Graded Class Discussion**

<b>Session 1</b>	<b>Thursday, 1/31</b>
Course Overview Social/Behavioral Theory and Its Roots in Public Health – Part I Learning Objectives for Session [#4, #9]  <i>Glanz: Chapter 1</i> <i>Budget Cuts and the Politics of Research (CV)</i> <b>Purchase text // Access Canvas (CV) course materials</b> <b>Facilitated Article Discussion Instructions/Sign up for Facilitated Article Discussions</b>	
<b>Session 2</b>	<b>Thursday, 2/7</b>
Social/Behavioral Theory and Its Roots in Public Health – Part II Learning Objectives for Session [#1, #4, #9]  <i>Glanz: Chapter 2</i> <i>To Go Boldly (CV)</i> <b>Research Proposal Instructions /Sign up for Research Proposal Presentations</b>	
<b>Session 3**</b>	<b>Thursday, 2/14</b>
Health Belief Model Learning Objectives for Session [#1, #2, #4, #5, #6, #9]  <i>Glanz: Chapter 4-5</i> <i>Uptake of the human papillomavirus vaccine in Kenya: testing the health belief model through pathway modeling on cohort data (CV)**</i>	
<b>Session 4**</b>	<b>Thursday, 2/21</b>
Theories of Reasoned Action and Planned Behavior Learning Objectives for Session [#1, #2, #4, #5, #6, #9]  <i>Glanz: Chapter 6</i> <i>Daughters at Risk of Female Genital Mutilation: Examining the Determinants of Mothers' Intentions to Allow Their Daughters to Undergo Female Genital Mutilation (CV)**</i> <b>Study Guide for Exam #1 posted on CV</b>	

**\* Major Scheduled Grading Event; \*\* Student Facilitated Graded Class Discussion**

<b>Session 5**</b>	<b>Thursday, 2/28</b>
<p>Transtheoretical Model Learning Objectives for Session [#1, #2, #4, #5, #6, #9]</p> <p><i>Glanz: Chapter 7</i> <i>Randomized Trial of a Lifestyle Physical Activity Intervention for Breast Cancer Survivors: Effects on Transtheoretical Model Variables (CV)**</i></p>	
<b>Session 6*</b>	<b>Thursday, 3/7</b>
<b>Exam 1</b>	
<b>Session 7**</b>	<b>Thursday, 3/14</b>
<p>Self-Efficacy and Social Cognitive Theory Learning Objectives for Session [#1, #2, #4, #5, #6, #9]</p> <p><i>Glanz: Chapter 8-9</i> <i>What psycho-social factors determine Intimate Partner Violence of men against women? A social cognitive theory-based study (CV)**</i></p>	
<b>Session 8</b> <i>NO CLASS:</i> <b>SPRING BREAK</b> <b>SPRING BREAK</b>	<b>Thursday, 3/21</b>
<b>Session 9**</b>	<b>Thursday, 3/28</b>
<p>Stress and Coping Learning Objectives for Session [#1, #2, #4, #5, #6, #9]</p> <p><i>Glanz: Chapter 10-11</i> <i>Saliendo Adelante: Stressors and Coping Strategies Among Immigrant Latino Men Who Have Sex With Men in a Nontraditional Settlement State (CV)**</i></p>	
<b>Session 10**</b>	<b>Thursday, 4/4</b>
<p>Social Networks/ Social Support Learning Objectives for Session [#1, #2, #4, #5, #6, #9]</p> <p><i>Glanz: Chapter 12</i> <i>The buffering effect of social support on the relationship between discrimination and psychological distress among church-going African- American adults (CV)**</i></p>	
<b>Session 11</b>	<b>Thursday, 4/11</b>
<p>Diffusion of Innovations Learning Objectives for Session [#1, #2, #4, #5, #6, #9]</p> <p><i>Glanz: Chapter 16</i> <i>"I Gotta Go With Modern Technology, So I'm Gonna Give 'em the Narcan": The Diffusion of Innovations and an Opioid Overdose Prevention Program (CV)**</i></p>	

**\* Major Scheduled Grading Event; \*\* Student Facilitated Graded Class Discussion**

<b>Session 12*</b>	<b>Thursday, 4/18</b>
<p>Socio-Ecological Models  Learning Objectives for Session [#1, #2, #3, #4, #5, #6, #9]</p> <p><i>Glanz: Chapter 3</i>  <i>Limiting access to lethal means: applying the social ecological model for firearm suicide prevention (CV)**</i></p> <p><b>Research Proposals Due</b></p>	
<b>Session 13*</b>	<b>Thursday, 4/25</b>
<p>PRECEDE-PROCEED/ Needs Assessment  Learning Objectives for Session [#1, #2, #4, #5, #6, #7, #8, #9]</p> <p><i>Glanz: Chapter 19</i>  <i>He's the Number One Thing in My World": Application of the PRECEDE-PROCEED Model to Explore Child Car Seat Use in a Regional Community in New South Wales (CV)**</i></p> <p><b>Study Guide for Exam #2 posted on CV</b>  <b>Research Proposal Presentations</b>  <b>Electronic submission of power point PDF due by 2pm</b></p>	
<b>Session 14*</b>	<b>Thursday, 5/2</b>
<p>Ethics  Learning Objectives for Session [#1, #2, #4, #5, #9]</p> <p><i>Toward a Fourth Generation of Disparities Research to Achieve Health Equity (CV)</i></p> <p><b>Research Proposal Presentations</b>  <b>Electronic submission of power point PDF due by 2pm</b></p>	
<b>Session 15*</b>	<b>Thursday, 5/9</b>
<p><b>Research Proposal Presentations</b>  <b>Electronic submission of power point PDF due by 2pm</b></p>	
<b>Session 16*</b>	<b>Thursday, 5/16</b>
<p><b>Exam 2: During Finals Week</b>  <b>4:00 - 6:45pm, unless otherwise noted</b></p>	