



# UNIVERSITY OF MARYLAND COLLEGE PARK SCHOOL OF PUBLIC HEALTH

## HLTH 230: Introduction to Health Behavior

**Semester:** Fall 2019  
**Classroom and Time:** Atlantic Building (ATL), Room #2324  
Tuesday & Thursday  
3:30-4:45PM

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

**Office Hours:** By Appointment Only

**Teaching Assistant:** Tori Thompson, MA | SPH 1225 | [torialex@umd.edu](mailto:torialex@umd.edu)

**Office Hours:** Days: Mondays 8-10AM or By Appointment

**Course Pre-Requisites:** None

### Required Text and Other Readings:

#### Required:

Simons-Morton, B, McLeroy, K.R., and Wendel, M.L. (2012). *Behavior Theory in Health Promotion Practice and Research*. Jones and Bartlett Learning. ISBN-13: 978-0-7637-8679-3.

All other course material will be posted on ELMS ([www.elms.umd.edu](http://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 Outcomes:

Upon completing this course, the students will be able to:

1. Describe the five main levels of influence (personal, interpersonal, organizational, community, and policy) on population health behavior
2. Explain the basic constructs of common health behavior change theories utilized in public health research and practice
3. Employ knowledge of health behavior change theories to alter a personal health behavior
4. Predict and examine the most appropriate health behavior change theory for a particular public health issue

### Program Competencies Addressed in this Course:

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

- i. Synthesize and apply principles and theories of community health that are needed for the development of effective and evidence based health promotion and disease prevention strategies.

- ii. Examine the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
- iii. Assess and communicate individual and community-level needs for health promotion and disease prevention.
- iv. Describe the underlying science of human health and disease including opportunities for promoting and protecting health across the lifespan.

### **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](http://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 or loss of points. 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*. All make-up exams are formatted differently than the original exam and include: fill-in the blank, short answer, and essay questions in addition to the multiple choice, true/false, and matching questions.

#### Email – The Official University Correspondence:

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). 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](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.

*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. Please use the instructor/TA’s email address, do not email through ELMS 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](http://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.

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>.

### **University Course Policies:**

It is our shared responsibility to know and abide by the University of Maryland policies, including topics such as: academic integrity, student and instructor conduct, accessibility and accommodations, attendance, and excused absences, grades and appeals, and copyright and intellectual property. Please visit the following website for additional information: <http://www.ugst.umd.edu/courserelatedpolicies.html>

### 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 the limited 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 are prohibited. 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.

### 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.

### **Ask for Help!**

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visit <http://www.counseling.umd.edu> and schedule an appointment for academic services.

### **Basic Needs Security**

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit <http://go.umd.edu/basic-needs> for information about resources the campus offers you and let me know if I can help in any way.

### **Names/Pronouns and Self-Identifications**

The University of Maryland recognizes the importance of a diverse student body and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, or any other aspect of your identity, is your choice to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives accordingly). As a result, I ask you ensure the same right (choice) to all of your fellow Terps. For more information, please see: <https://lgbt.umd.edu/good-practices-inclusive-language>.

### **Grading Procedures:**

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments (in the course and is assigned individually (not curved). All assessment scores will be posted on the course ELMS page.

If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email the TA to schedule a time for you to meet. The class will consist of exams, quizzes, in-class assignments, and a personal behavior change project.

Final letter grades are assigned based on the total number of assessment points earned in the course. To be fair to everyone, I have to establish clear standards and apply them consistently. It would be unethical to make exceptions for some and not others.

### 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.

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, your lowest quiz score (only one quiz score) will be dropped. **Thus, you will have six opportunities to obtain the five best quiz scores in the course.** 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. These include muddiest points, clicker questions, and other in-class activities. **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**

Clicker Technology:

You will need to obtain the technology to participate in the clicker questions throughout the semester. You will need to purchase a physical “clicker” or use your mobile device. You must choose one option; not both. Please register and sign-up at [www.turningtechnologies.com](http://www.turningtechnologies.com) or via Canvas by clicking on the Clicker Registration tab on the left-hand side of the course site using your assigned UMD email address.

Behavior Change Project:

The behavior change project will consist of semester-long journal entries (a minimum of 300 words each) 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 on specified Fridays by 6:00PM** electronically via Canvas. Each complete journal entry (a minimum of 300 words and a maximum of 400 words) 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.s will have access to the entries. Late journal entries submitted on the due date, but after 6PM will have one point deducted and assignments submitted a day later (on Saturday) will be scored with zero (0) points.

**Total Project Points: 30 Points**

**TOTAL POTENTIAL COURSE POINTS: 400 Points**

400-382 points (100-96%)	A+	301-290 points (75-73%)	C
381-370 points (95-93%)	A	289-280 points (72-70%)	C-
369-360 points (92-90%)	A-	279-262 points (69-66%)	D+
359-342 points (89-86%)	B+	261-250 points (65-63%)	D
341-330 points (85-83%)	B	249-240 points (62-60%)	D-
329-320 points (82-80%)	B-	239 and below ( $\leq$ 59%)	F
319-302 points (79-76%)	C+		

**REMINDER: Final Grades will NOT be changed. The instructor will not round or provide extra points to put you into the next grade bracket. There are NO half points to be accounted for in the above calculations.**

## Course Outline and Calendar

Class Session	Date	Topic	Readings and Assignments
# 1	T, 8/27	Welcome Introduction to Course Review of Syllabus Icebreaker Activity	None
# 2	TH, 8/29	Research Methods Overview	Readings on Canvas: <ul style="list-style-type: none"> <li>▪ Research Methods in Health</li> </ul>
# 3	T, 9/3	Dimensions of Health and Behavior <ul style="list-style-type: none"> <li>▪ Health and Behavior</li> <li>▪ Health Promotion</li> </ul>	Chapter 1  <b>*Statement of Understanding Due</b>
# 4	TH, 9/5	Understanding Health Determinants <ul style="list-style-type: none"> <li>▪ Social Determinants Approach</li> <li>▪ Vulnerable Populations</li> </ul> <b>Introduction to the Health Behavior Project</b>	Readings on Canvas: <ul style="list-style-type: none"> <li>▪ CDC. (2013); [select 1 Social Determinant to Review]</li> <li>▪ Frohlich, KL, Potvin, L. (2008).</li> <li>▪ Koh, HK, Oppenheimer, SC, et al. (2010).</li> </ul>
# 5	T, 9/10	The Social Ecological Perspective <ul style="list-style-type: none"> <li>▪ Social Ecological Model</li> </ul>	Chapter 2
# 6	TH, 9/12	Foundations of Health Behavior Theory	Chapter 3  Additional Readings on Canvas: <ul style="list-style-type: none"> <li>▪ <i>Theory at a Glance</i>, Part I, pgs. 4-7.</li> </ul> <b>*Health Behavior Contract &amp; Journal 1 - Due Friday 9/13 @ 6PM</b>
# 7	T, 9/17	Individual Level Theories of Health Behavior <ul style="list-style-type: none"> <li>▪ Expectancy Value Theory <ul style="list-style-type: none"> <li>• Health Belief Model (HBM)</li> </ul> </li> </ul>	Chapter 4 (pgs. 97-102; 113-118)  Additional Readings on Canvas: <ul style="list-style-type: none"> <li>▪ <i>Theory at a Glance</i>, pgs. 13-14.</li> </ul>
# 8	TH, 9/19	Health Belief Model Applied	Video Clip: <i>The Weight of the Nation: Choices</i> (On Canvas)  Readings on Canvas: <ul style="list-style-type: none"> <li>▪ Garza et al (2005).</li> <li>▪ James et al. (2012).</li> </ul> <b>*Journal 2 - Due Friday 9/20 @ 6PM</b>
# 9	T, 9/24	Individual Level Theories of Health Behavior <ul style="list-style-type: none"> <li>▪ Expectancy Value Theory <ul style="list-style-type: none"> <li>• Theory of Reasoned Action (TRA)</li> <li>• Theory of Planned Behavior (TPB)</li> </ul> </li> </ul>	Chapter 4 (pgs. 103-113; 122-124)  Additional Readings on Canvas: <ul style="list-style-type: none"> <li>▪ <i>Theory at a Glance</i>, pgs. 16-18.</li> </ul> <b>[Study Guide for Exam #1 Posted]</b>
#10	TH, 9/26	Theory of Reasoned Action and Theory of Planned Behavior Applied	Readings on Canvas: <ul style="list-style-type: none"> <li>▪ Eto et al. (2011).</li> <li>▪ Jemmott et al. (2002).</li> <li>▪ Montanaro &amp; Bryan (2013).</li> </ul> <b>*Journal 3 - Due Friday 9/27 @ 6PM</b>

#11	T, 10/1	Review Session for EXAM #1	<ul style="list-style-type: none"> <li>Q &amp; A Discussion</li> </ul>
#12	TH, 10/3	<b>EXAM #1</b>	<ul style="list-style-type: none"> <li>Remember to bring a #2 pencil</li> </ul>
#13	T, 10/8	Stages of Change Models <ul style="list-style-type: none"> <li>Transtheoretical Model (TTM)</li> </ul> <b>Behavior Change Project Check-In</b>	Chapter 10 (pgs. 257-267) Additional Reading on Canvas: <ul style="list-style-type: none"> <li><i>Theory at a Glance</i>, pgs. 15-16.</li> </ul>
#14	TH, 10/10	Transtheoretical Model (TTM) Applied	Reading on Canvas: <ul style="list-style-type: none"> <li>Adams and White (2003).</li> </ul> <b>*Journal 4 - Due: Friday 10/11 @ 6PM</b>
#15	T, 10/15	Stages of Change Models <ul style="list-style-type: none"> <li>Precaution Adoption Process Model (PAPM)</li> </ul>	Chapter 10 (pgs. 267-274) Additional Reading on Canvas: <ul style="list-style-type: none"> <li><i>Theory at a Glance</i>, pgs. 18-19, especially Figure 4.</li> </ul>
#16	TH, 10/17	Precaution Adoption Process Model (PAPM) Applied	Readings on Canvas: <ul style="list-style-type: none"> <li>Blalock et al. (1996).</li> </ul> <b>*Journal 5 - Due: Friday 10/18 @ 6PM</b>
#17	T, 10/22	Interpersonal Level Theories of Health Behavior <ul style="list-style-type: none"> <li>Self-Regulation</li> <li>Social Cognitive Theory (SCT)</li> </ul>	Chapter 5 Additional Reading on Canvas: <ul style="list-style-type: none"> <li><i>Theory at a Glance</i>, pgs. 19-22.</li> </ul> <p style="text-align: center;"><b>[Study Guide for Exam #2 Posted]</b></p>
#18	TH, 10/24	Social Cognitive Theory (SCT) Applied	Reading on Canvas: <ul style="list-style-type: none"> <li>Joseph et al (2017).</li> <li>Rinderknecht &amp; Smith (2004).</li> </ul> <b>*Journal 6 - Due Friday 10/25 @ 6PM</b>
#19	T, 10/29	Review Session for EXAM #2	<ul style="list-style-type: none"> <li>Q &amp; A Discussion</li> </ul>
#20	TH, 10/31	<b>EXAM #2</b>	<ul style="list-style-type: none"> <li>Remember to bring #2 Pencil</li> </ul>
#21	T, 11/5	Transitioning to Outer Influences on Health Behavior <ul style="list-style-type: none"> <li>Social Influence Theory</li> </ul>	Chapter 6
#22	TH, 11/7	Social Influence Theory Applied	Readings on Canvas: <ul style="list-style-type: none"> <li>Cohen et al. (2012).</li> <li>Kelly et al. (1992).</li> </ul> <b>*Journal 7 - Due Friday 11/8 @ 6PM</b>
#23	T, 11/12	The Role of Stress, Stigma, and Social Support in Health Behavior	Readings on Canvas: <ul style="list-style-type: none"> <li>Hatzenbuehler et al (2013).</li> </ul> <b>*Journal 8 – Due Friday 11/15 @ 6PM</b>
#24	TH, 11/14	Cultural Approaches to Health The Role of Spirituality in Health and Wellness <b>Guest Speaker: Felicia Davenport</b>	Readings on Canvas: <ul style="list-style-type: none"> <li>Holt et al (2012).</li> <li>Miller and Thorensen (2003).</li> </ul> <b>*Journal 9 - Due Friday 11/15 @ 6PM</b>
#25	T, 11/19	Community Level Theories of Health Behavior <ul style="list-style-type: none"> <li>Diffusion of Innovations Theory</li> </ul>	Chapter 7 Additional Reading on Canvas: <ul style="list-style-type: none"> <li><i>Theory at a Glance</i>, pgs. 27-29.</li> </ul>



#26	TH, 11/21	Diffusion of Innovations (DOI) Theory Applied	Reading on Canvas: <ul style="list-style-type: none"> <li>Bertrand (2004).</li> </ul> <b>[Study Guide for Exam #3 Posted]</b>  <b>*Journal 10 - Due Friday 11/22 @ 6PM</b>
#27	T, 11/26	The Impact of Racism on Health and Wellness	Video Clips (3): On Canvas See Lecture Slide <b>NO CLASS SESSION</b>
	TH, 11/28	<b>THANKSGIVING BREAK</b>	<b>NO CLASS SESSION</b>  <b>*Journal 11 - Due Friday 11/29 @ 6PM</b>
#28	T, 12/3	The Social Ecological Model Revisited	Additional Readings on Canvas: <ul style="list-style-type: none"> <li>Fleury &amp; Lee (2006).</li> <li>Weiner et al. (2012).</li> </ul>
#29	TH, 12/5	Review Session for EXAM #3	<ul style="list-style-type: none"> <li>Q &amp; A Discussion</li> </ul>
#30	TBD	<b>EXAM #3</b> <b>TBD</b>	<ul style="list-style-type: none"> <li>Remember to bring #2 Pencil</li> </ul>

<b>Required Session Outline</b>	
<b>Session 1</b>	
Introduction to the Course Syllabus Overview <ul style="list-style-type: none"> <li>Program Competencies: N/A</li> </ul> Icebreaker Activities (Getting to Know You)  Reading: None	
<b>Session 2</b>	
Overview of Research Methods <ul style="list-style-type: none"> <li>Program Competencies: iii, iv</li> <li>Learning Outcome: 2</li> </ul> Reading: Research Methods in Health Psychology [ON CANVAS]	
<b>Session 3</b>	
Dimensions of Health, Health Behavior, and Health Promotion (understanding health, wellness, leading causes of death, and quality of life) <ul style="list-style-type: none"> <li>Program Competencies: ii, iii, iv</li> <li>Learning Outcome: 1</li> </ul> Reading: Chapter 1  <b>Assignment:</b> 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. <b>[Due by Monday, 9/3 by 3:30PM]</b>  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: ii, iii, iv
- Learning Outcome: 1

Readings: CDC. (2013). Health Disparities and Inequalities Report – US.

Frohlich, KL, Potvin, L. (2008). The Inequality Paradox: The Population Approach and Vulnerable Populations. *AJPH*, 98, 216-221.

Koh, HK, Oppenheimer, SC, et al. (2010). Translating Research Evidence into Practice to Reduce Health Disparities. *AJPH*, 100, S72-S80.

**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: ii, iii, iv
- Learning Outcomes: 1, 3

Reading: Chapter 2

#### Session 6

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

- Program Competencies: i, iv
- Learning Outcomes: 2, 3

Readings: Chapter 3

*Theory at a Glance*, Part I, pgs. 4-7.

**DUE: Journal 1- Friday 9/13 by 6PM**

#### Sessions 7 & 8

Health Belief Model (theorists, overview of constructs, strengths, limitations, application)

- Program Competencies: i, iv
- Learning Outcomes: 2, 3, 4

Readings: Chapter 4 (pgs. 97-102; 113-118).

*Theory at a Glance*, pgs. 13-14.

Garza et al (2005). A Culturally Targeted Intervention to Promote Breast Cancer Screening among Low-Income Women in East Baltimore, MD. *Cancer Control*, 12 (Supplement 2), pgs. 34-41.

James, DCS, Pobe, JW, Oxidine, D., Brown, L., Joshi, G. (2012). Using the Health Belief Model to Develop Culturally Appropriate Weight-management Materials for African-American women. *Journal of the Academy of Nutrition and Dietetics*. (112) 664-670.

**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 9/20 by 6PM**

**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: i, iv
- Learning Outcomes: 2, 3, 4

Readings: Chapter 4 (pgs. 103-113; 122-124)

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

Eto, K., Kock, P., Contento, I.R., & Adachi, M. (2011). Variables of the theory of planned behavior are associated with family meal frequency among adolescents. *Journal of Nutrition Education and Behavior*, (43), 525-530.  
Jemmott, LS, Jemmott, JB, Villarruel, AM. (2002). Predicting Intentions and Condom Use among Latino College Students. *Journal of the Association of Nurses in AIDS Care*, 13(2), 59-69.  
Montanaro, EA, and Bryan, AD. (2014). Comparing Theory-Based Condom Interventions: Health Belief Model Versus Theory of Planned Behavior. *Health Psychology*, 33(10), 1251-1260.

**DUE: Journal 3 – Friday 9/27 by 6PM**

**Session 11**

Review Session EXAM #1

DUE: Questions for Review Session

**Session 12**

**EXAM #1**

**Sessions 13 & 14**

Transtheoretical Model (TTM) (overview, strengths, limitations, application)

- Program Competencies: i, iv
- Learning Outcomes: 2, 3, 4

Readings: Chapter 10 (pgs. 257-267)

*Theory at a Glance*, pgs. 15-16

Adams, J. & White, M. (2003). Are Activity Promotion Interventions based on the Transtheoretical Model Effective? A Critical Review. *British Journal of Sports Medicine*, 37, 106-114.

**DUE: Journal 4 – Friday 10/11 by 6PM**

**Sessions 15 & 16**

Precaution Adoption Process Model (PAPM) (overview, strengths, limitations, application)

- Program Competencies: i, iv
- Learning Outcomes: 2, 3, 4

Readings: Chapter 10 (pgs. 267-274)

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

Blalock, SJ, DeVellis, RF, Giorgino, KB, DeVellis, BM, Gold, DT, Dooley, MA et al. (1996). Osteoporosis Prevention in Premenopausal Women: using a Stage Model Approach to Examine the Predictors of Behavior. *Health Psychology*, 15(2), 84-93.

**DUE: Journal 5 – Friday 10/18 by 6PM**

### Sessions 17 & 18

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

Behavior Change Project Check In.

- Program Competencies: i, iv
- Learning Outcomes: 2, 3, 4

Readings: Chapter 5

*Theory at a Glance*, pgs. 19-22

Joseph et al (2017). Utility of Social Cognitive Theory in Intervention Design for Promoting Physical Activity among African-American Women: A Qualitative Study. *American Journal of Health Behavior*,41(5):518-533.

Rinderknecht, K. & Smith, C. (2004). Social Cognitive Theory in an After-School Nutrition Intervention for Urban Native American Youth. *Journal of Nutrition Education & Behavior*, 36, 298-304.

**DUE: Journal 6 – Friday 10/25 by 6PM**

### Session 19

Review Session EXAM #2

DUE: Questions for Review Session

### Session 20

## EXAM #2

### Sessions 21 & 22

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

- Program Competencies: i, iv
- Learning Outcomes: 2, 3, 4

Readings: Chapter 6

Cohen et al. (2012). Veteran Experiences related to Participation in Shared Medical Appointments. *Military Medicine*, 177, 1287-1292.

Kelly et al. (1992). Community AIDS/HIV Risk Reduction: The Effects of Endorsements by Popular People in Three Cities. *AJPH*, 82, 1483-1489.

**DUE: Journal 7 – Friday 11/8 by 6PM**

### Session 23

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

- Program Competencies: ii, iii, iv
- Learning Outcomes: 1, 2, 4

Readings:

Hatzenbeuhler, ML, Phelan, JC, and Link, BG. (2013). Stigma as a Fundamental Cause of Population Health Inequalities. *AJPH*, (103) 5, 813-821.

**DUE: Journal 8 (The role of stress on your behavior and how you cope) - Friday 11/15 by 6PM**

### Session 24

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: ii, iii, iv
- Learning Outcomes: 1, 2, 4

Guest Speaker: Felicia Davenport

Readings:

Holt, CL, Litaker, MS, Scarinci, I, et al. (2012). Spiritually Based Intervention to Increase Colorectal Cancer Screening Among African Americans: Screening and Theory-Based Outcomes from a Randomized Trial. *Health Education & Behavior*, 40(4), 458–468.

Miller, WR, and Thoresen, CE. (2003). Spirituality, Religion, and Health: An Emerging Research Field. *American Psychologist*, (58)1, 24–35. **[PLEASE SKIP THE SECTION: Interpreting the Scientific Literature: Two Approaches to Statistical Control]**

**DUE: Journal 9 (The role or impact of spirituality on your behavior) – Friday 11/15 by 6PM**

### Sessions 25 & 26

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

- Program Competencies: i, iv
- Learning Outcomes: 2, 3, 4

Readings: Chapter 7

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

Bertrand, J. (2004). Diffusion of Innovations and HIV/AIDS. *Journal of Health Communication*, 9, 113-121.

**DUE: Journal 10 - Friday 11/22 by 6PM**

### Session 27

The Impact of Racism on Health and Wellness (Self-Review of three (3) Video Presentations)

- Program Competencies: ii, iii, iv
- Learning Objectives: 1, 2, 4
- **NO CLASS SESSION**

### Session 28

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

- Program Competencies: i, iv
- Learning Outcomes: 1, 3

Readings:

Fleury, J, & Lee, SM. (2006). The Social Ecological Model and Physical Activity in African American Women. *American Journal of Community Psychology*, 37, 129-140.

Weiner et al. (2012). In Search of Synergy: Strategies for Combining Interventions at Multiple Levels. *Journal of the National Cancer Institute Monographs*, No. 44, 34-41.

**DUE: Journal 11 (reflection of your experience throughout the semester with your chosen behavior change) – Friday 11/29 by 6PM (Please see original health behavior project instructions for more information)**

### Session 29

Review Session EXAM #3

Due: Questions for Review Session

**EXAM #3**