



# University of Maryland School of Public Health

## HLTH-666 Health Behavior II

**Semester:** Spring, 2020  
**Classroom and Time:** Wednesday 4 to 6:50  
**Instructor:** Barbara Curbow, PhD  
**Office:** 1242X  
**Phone:** 5-8387  
**Email:** bcurbow@umd.edu

**Office Hours:** By Appointment; Drop-ins

**Course Description:** The purpose of this course is to provide students with an advanced examination of the constructs and theories used to understand, describe, predict, and change health behaviors and associated outcomes. Building upon HLTH 665 Health Behavior 1, material will focus on additional theoretical constructs and ways of testing theories through descriptive and intervention studies. Students will learn how to test hypothesized relationships through the analysis of survey data using SPSS. They will then learn how those relationships can be tested through the development and evaluation of interventions.

**Course Pre- and Co-requisites:** Required: HLTH 665; Recommended: none

### Course Learning Objectives:

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

1. Develop and test health behavior theories
2. Expand knowledge of constructs from the behavioral and social sciences that may be used in health behavior research
3. Use appropriate theories in the explanation, prediction, or modification of a particular health behavior within a given population and context
4. Understand the importance of using multi-level theories and approaches to changing health behaviors
5. Learn how to apply and test theories in health behavior interventions
6. Learn how to use SPSS to explore constructs and relationships

### Program Competencies Addressed in this Course:

The following competencies are addressed in this course:

1. Apply behavior change theories in the development of research questions and hypotheses; intervention development; evaluation approaches (Primary)
2. Choose major social, behavioral and public health theories to use with the design and evaluation of interventions (Primary)
3. Run intermediate level quantitative statistical techniques using packaged program (Secondary)
4. Build valid data collection tools to measure behavioral factors that influence community health (Primary)
5. Select an appropriate research design (Secondary)

**Skills Learned or Reinforced in this Course:** reading and critiquing scientific articles, evaluating a measurement tool via its characteristics, applying statistical analysis to theory-based data, reviewing health behavior theories and constructs outside of public health, developing an intervention that integrates theory throughout, examining other perspectives on theory

## Required Texts and Other Readings:

### Required Text:

1. Swanson, RR and Chermack, TJ (2013). *Theory building in applied disciplines*. Berrett-Koehler.

### Required Articles and Chapters:

Note: **1-3 additional readings** will be assigned each week; some of these will be selected by the students in the class and some by the instructor. Assignments from Dr. Curbow are listed in the syllabus.

### Required Technology and Other Materials: Laptop with SPSS

**Course Communication:** Communication will occur in class, announcements in Canvas, and individual emails

**Course Requirements and Expectations:** Information regarding individual assignments will be provided on Canvas. Overall, the assignments are linked directly with the course objectives and they are designed to accommodate a variety of learning styles. The assignments work towards a full plan for the completion of a theory based intervention – from the selection of constructs to the evaluation of the intervention.

### Major Graded Assignments:

1. **Participation** in class discussions regarding readings and assignments. Five points for each **week** (total of 70 points).
2. **Presentation** regarding a psychosocial construct that could help to expand the field's use of theory. One presentation during **the first half of the semester** – students will choose a week. One-page summary is due on day of presentation (35 points).
3. Completion of **take-home midterm** that focuses on an article critique and participation in discussion of midterm papers (100 points). Due **Wednesday March 25**.
4. Completion of four **SPSS group homework assignments** – 15 points each (total of 60 points). Dates: **February 12, 2020; February 19, 2020; February 26, 2020; March 4, 2020**.
5. One team presentation of a theory or model not typically used in public health during **the second half of the semester** -- **teams will choose a week**. One-page individual summary is due on day of presentation (35 points).
6. Completion of **take-home final** and participation in final discussion of designing a theory-based intervention (100 points). **Appointed final date and time**.

**Total Points Possible: 400**

### University Course Related Policies

**Use of Course Assistance Websites and Online Group Forums:** Course assistance websites, such as CourseHero and others, are not permitted resources 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 stifle 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,

WeChat, etc.). 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, below.

**Note:** All University of Maryland-approved course policies are provided at a SINGLE website. At this website, students will find links to the essential policies listed below:

<http://www.ugst.umd.edu/courserelatedpolicies.html>

**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 / 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: 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.

**Course Procedures and Policies:** So that all may learn and grow as professionals, this class is a safe place for expressing all content related opinions, as long as they are stated in a courteous and collegial manner, without fear of being ignored or censored. Respect and kindness towards others is expected at all times. In general, late assignments are penalized at 5% per day (or portion of a day) unless there is an acceptable and documented reason for being late. Excused absences require appropriate documentation.

**Grading Procedures:** A *total of 400 points* is available for course assignments:

1. Participation in class discussions regarding readings and assignments **(70 points)**.
2. Presentation of a psychosocial construct **(35 points)**.
3. Take-home midterm and discussion **(100 points)**.
4. Four SPSS group homework assignments (total of **60 points**).
5. Team presentation of a non-public health theory or model **(35 points)**
6. Take-home final and final discussion **(100 points)**.

Percent	Corresponding Points	Grade		Percent	Corresponding Points	Grade
100 to 96	400 to 384	A+		75 to 73	303 to 292	C
95 to 93	385 to 372	A		72 to 70	291 to 280	C-
92 to 90	371 to 360	A-		69 to 66	279 to 264	D+
89 to 86	359 to 344	B+		65 to 63	263 to 252	D
85 to 83	343 to 332	B		62 to 60	251 to 240	D-
82 to 80	331 to 320	B-		59 and below	239 and below	F
79 to 76	319 to 304	C+				

**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.

**Student Name Change in ELMS-Canvas:** [https://go.umd.edu/change\\_name\\_in\\_ELMS\\_Canvas](https://go.umd.edu/change_name_in_ELMS_Canvas)

**Campus Building Amenities:** <https://maps.umd.edu/map/> (follow the prompts below and amenities will populate on the interactive campus map)

**All Gender Restrooms:** Click: Layers, Building Amenities; Select All Gender or Gender Inclusive Restrooms

**Family Restrooms:** Click: Layers, Building Amenities; Select All Gender or Gender Inclusive Restrooms  
Lactation/Feeding Room Locations: Click: Layers, Building Amenities; Select Lactation/Feeding Rooms

<b>Course Schedule Summary</b>			
<b>Session</b>	<b>Date</b>	<b>Topic</b>	<b>Assignments</b>
# 1	1/29/20	1. Introduction to course; 2. Initial presentation of ideas on testing theories; 3. Discussion of SPSS assignments	*Potential for discussion points
# 2	2/5/20	1. Presentation and discussion on where scientists get their ideas; 2. Activity; 3. Discussion of how to do SPSS assignment #1	*
# 3	2/12/20	1. Why do we have theories and how do we use them?; 2. Constructs 1 and 2 presented and discussed; 3. Discussion of SPSS assignment 1 findings; 4. Discussion of how to do SPSS assignment #2	*, **Possible date for construct presentation SPSS #1 due
# 4	2/19/20	1. General model of theory building; 2. Constructs 3 and 4 presented and discussed; 3. Discussion of SPSS assignment 2 findings; Discussion of how to do SPSS assignment #3	*, ** SPSS #2
# 5	2/26/20	1. Structure; 2. Constructs 5 and 6 presented and discussed; 3. Discussion of SPSS assignment 3 findings; 4. Discussion of how to do SPSS assignment #4	*, ** SPSS #3
# 6	3/4/20	1. Time; 2. Constructs 7 and 8 presented and discussed; 3. Discussion of SPSS assignment 4 findings	*, ** SPSS #4
# 7	3/11/20	1. Complexity; 2. Constructs 9 and 10 presented and discussed; 3. Discussion of how to complete midterm exam (article critique)	*, **
<b>SPRING BREAK</b>			
# 8	3/25/20	1. Introduction to part 2 of the class: Using theory in Interventions; 2. Constructs 11 and 12 presented and discussed 3. Discussion of midterm exam findings	*, ** Midterm exam Discussion
# 9	4/1/20	1. Conceptual phase of theory building; 2. Team 1 presentation of a non-public health theory	*, *** Dates for theory teams
# 10	4/8/20	1. Operationalize phase of theory building; 2. Team 2 presentation of a non-public health theory	*, ***
# 11	4/15/20	1. Confirm phase of theory building; 2. Team 3 presentation of a non-public health theory	*, ***
# 12	4/22/20	1. Apply phase of theory building; 2. Team 4 presentation of a non-public health theory	*, ***
# 13	4/29/20	1. Refine theory of theory building; 2. Discussion of a non-public health theories and directions for learning	*, ***
# 14	5/6/20	1. Putting together the pieces; 2. Preparation for final	*, ***
Final	TBD	1. Discussion of final exams	Take home final exam due Discussion

Required Session Outline	
<b>Session 1</b>	<b>1/29/20</b>
<p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to part one of the course</li> <li>2. Initial presentation of ideas on testing theories</li> <li>3. Discussion of SPSS assignments</li> </ol> <p><b>Learning Objectives: 1 Program Competencies: 1</b></p> <p><b>Required readings:</b></p> <ol style="list-style-type: none"> <li>1. Curbow, BA, Spratt, K, Ungaretti, A, McDonnell, K, &amp; Breckler, S (2000). Development of the Child Care Worker Job Stress Inventory. <i>Early Childhood Research Quarterly, 16</i>, 515-536.</li> <li>2. Sandilos, LE, Goble, P, Rimm-Kaufman, SE, Pianta, RC (2018). Does professional development reduce the influence of teacher stress on teacher-child interactions in pre-kindergarten classrooms? <i>Early Childhood Research Quarterly, 42</i>, 280-290.</li> <li>3. Child Care Worker Job Stress Inventory survey and documentation.</li> </ol> <p><b>Assignments: none</b></p>	
<b>Session 2</b>	<b>2/5/20</b>
<p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. Presentation and discussion of where scientists get their ideas</li> <li>2. Review of psychometrics</li> <li>3. Discussion of how to do SPSS assignment #1.</li> </ol> <p><b>Learning Objectives: 2 Program Competencies:</b></p> <p><b>Required readings:</b></p> <ol style="list-style-type: none"> <li>1. Robinson, JP, Shaver, PR, &amp; Wrightsman, LS (1991). Criteria for scale selection and evaluation in: <i>Measures of Personality and Social Psychological Attitudes</i>.</li> <li>2. Wacker, JG (1998) A definition of theory: research guidelines for different theory-building research methods in operations management. <i>Journal of Operations Management, 16</i>, 361-385.</li> </ol> <p><b>Assignments: none</b></p>	
<b>Session 3</b>	<b>2/12/20</b>
<p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. Why do we have theories and how do we use them?</li> <li>2. Constructs 1 and 2 presented</li> <li>3. Discussion of SPSS assignment #1 finding</li> <li>4. Discussion of how to do SPSS assignment #2.</li> </ol> <p><b>Learning Objectives: 2,6 Program Competencies: 1,3,4</b></p> <p><b>Required readings:</b></p> <ol style="list-style-type: none"> <li>1. Swanson &amp; Chermack Chapters 1 and 2</li> <li>2. Student construct 1 paper</li> <li>3. Student construct 2 paper</li> </ol> <p><b>Assignments: SPSS #1</b></p>	
<b>Session 4</b>	<b>2/19/20</b>
<p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. General model of theory building</li> <li>2. Constructs 3 and 4 presented and discussed</li> <li>3. Discussion of SPSS assignment #2 findings</li> <li>4. Discussion of how to do SPSS assignment #3.</li> </ol> <p><b>Learning Objectives: 2,6 Program Competencies: 1,3,4</b></p>	

<b>Required readings:</b>	
<ol style="list-style-type: none"> <li>1. Swanson &amp; Chermack Chapter 3</li> <li>2. Student construct 3 paper</li> <li>3. Student construct 4 paper</li> </ol>	
<b>Assignments: SPSS #2</b>	
<b>Session 5</b>	<b>2/26/20</b>
<b>Topics:</b>	
<ol style="list-style-type: none"> <li>1. It's about structure</li> <li>2. Constructs 5 and 6 presented and discussed</li> <li>3. Discussion of SPSS assignment #3 findings</li> <li>4. Discussion of how to do SPSS assignment #4</li> </ol>	
<b>Learning Objectives: 1 Program Competencies: 1,3,4</b>	
<b>Required readings:</b>	
<ol style="list-style-type: none"> <li>1. Weston, R &amp; Gore, PA (2006). A brief guide to structural equation modeling. <i>The Counseling Psychologist</i>, 34, 719-751.</li> <li>2. Student construct 5 paper</li> <li>3. Student construct 6 paper</li> </ol>	
<b>Assignments: SPSS #3</b>	
<b>Session 6</b>	<b>3/4/20</b>
<b>Topics:</b>	
<ol style="list-style-type: none"> <li>1. It's about time</li> <li>2. Constructs 7 and 8 presented and discussed</li> <li>3. Discussion of SPSS assignment #4 findings</li> </ol>	
<b>Learning Objectives: 1,2,6 Program Competencies: 1,3,4</b>	
<b>Required readings:</b>	
<ol style="list-style-type: none"> <li>1. Sheeran, P, Klein, WMP, &amp; Rothman, AJ (2017). Health Behavior Change: Moving from observation to intervention. <i>Annual Review of Psychology</i>, 68, 573-600.</li> <li>2. Student construct 7 paper</li> <li>3. Student construct 8 paper</li> </ol>	
<b>Assignments: SPSS #4</b>	
<b>Session 7</b>	<b>3/11/20</b>
<b>Topics:</b>	
<ol style="list-style-type: none"> <li>1. It's about complexity</li> <li>2. Constructs 9 and 10 presented and discussed</li> <li>3. Discussion of midterm exam</li> </ol>	
<b>Learning Objectives: 6 Program Competencies: 1,3,</b>	
<b>Required readings:</b>	
<ol style="list-style-type: none"> <li>1. Bemme, D (2019). Finding "What Works": Theory of Change, contingent universals, and virtuous failure in global mental health. <i>Cultural Medical Psychiatry</i>, 43, 574-595.</li> <li>2. Student construct 9 paper</li> <li>3. Student construct 10 paper</li> </ol>	
<b>Assignments: none</b>	
<b>SPRING BREAK</b>	
<b>3/18/20</b>	
<b>Session 8</b>	<b>3/25/20</b>
<b>Topics:</b>	

<ul style="list-style-type: none"> <li>1. Introduction to part 2 of the course</li> <li>2. Constructs 11 and 12 presented and discussed</li> <li>3. Discussion of midterm exam (article critique)</li> </ul> <p><b>Learning Objectives:</b> 5    <b>Program Competencies:</b> 1,2,3</p> <p><b>Required readings:</b></p> <ul style="list-style-type: none"> <li>1. Maybry-Hernandez, IR, Curry, SJ, Phillips, WR, Garia, FA, Davidson, KW, Epling, JW et al. (2018). U.S. Preventive Services task force priorities for prevention research. <i>American Journal of Preventive Medicine</i>, 54, S95-S103.</li> <li>2. Student constructs 11 and 12 papers</li> </ul> <p><b>Assignments:</b> midterm exam (article critique) due</p>	
<b>Session 9</b>	<b>4/1/20</b>
<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>1. Applied theory building: Conceptual phase</li> <li>2. Team #1 presentation of a non-public health theory</li> </ul> <p><b>Learning Objectives:</b> 3,5    <b>Program Competencies:</b>1,2</p> <p><b>Required readings:</b></p> <ul style="list-style-type: none"> <li>1. Swanson and Chermack Chapter 4</li> <li>2. Team 1 Theory paper</li> </ul> <p><b>Assignments:</b> none</p>	
<b>Session 10</b>	<b>4/8/20</b>
<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>1. Applied theory building: Operationalize phase</li> <li>2. Team #2 presentation of a non-public health theory</li> </ul> <p><b>Learning Objectives:</b> 3,5    <b>Program Competencies:</b> 1,2,3</p> <p><b>Required readings:</b></p> <ul style="list-style-type: none"> <li>1. Swanson and Chermack Chapter 5</li> <li>2. Team 2 theory paper</li> </ul> <p><b>Assignments:</b> none</p>	
<b>Session 11</b>	<b>4/15/20</b>
<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>1. Applied theory building: Confirm phase</li> <li>2. Team #3 presentation of a non-public health theory</li> </ul> <p><b>Learning Objectives:</b> 5    <b>Program Competencies:</b> 1,2,3</p> <p><b>Required readings:</b></p> <ul style="list-style-type: none"> <li>1. Swanson and Chermack Chapter 6</li> <li>2. Team 3 theory paper</li> </ul> <p><b>Assignments:</b> none</p>	
<b>Session 12</b>	<b>4/22/20</b>
<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>1. Applied theory building: Apply phase</li> <li>2. Team #4 presentation of a non-public health theory</li> </ul> <p><b>Learning Objectives:</b> 1,5    <b>Program Competencies:</b> 1,2,3</p> <p><b>Required readings:</b></p> <ul style="list-style-type: none"> <li>1. Swanson and Chermack Chapter 5</li> <li>2. Team 4 theory paper</li> </ul> <p><b>Assignments:</b> none</p>	
<b>Session 13</b>	<b>4/29/20</b>



**Topics:**

1. Applied theory building: Refine phase
2. Panel discussion on the use of a non-public health theory in dissertation research: Travis Hyams, Dana Reiss, and Jee Hun (Mike) Yoo

**Learning Objectives:** 5 **Program Competencies:** 1,2,3**Required readings:**

1. Swanson and Chermack Chapter 8

**Assignments:** none**Session 14****5/6/20****Topics:**

1. Applied theory building: Wrap-up (or, back to the beginning)
2. Discussion of final exam

**Learning Objectives:** 1,3,4 **Program Competencies:** 1,2,3,4,5**Required readings:**

1. Swanson and Chermack Chapters 11, 12

**Assignments:** none**Final TBD**