



University of Maryland School of Public Health

HLTH 665 – Health Behavior I

Semester: Fall 2014
Classroom: SPH 0305
Time: Monday, 4:00-6:45 pm
Instructor: Donna Howard, DrPH, MPH
Office: 2372 SPH
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Email: dhoward1@umd.edu

Office Hours: T,TH- 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 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.
11. Describe the roles of history, power, privilege, and structural inequality in producing health disparities.
12. Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.

Required Texts and Other Readings:

Required Text:

Glanz, K., Rimer, B.K. & Viswanath, K. (Eds.). (2008). Health behavior and health education: Theory, research and practice. (4th ed.). San Francisco: Jossey-Bass. ISBN: 978-0-7879-9614-7

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).

Course Requirements:

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.

Please check the class Canvas every week for announcements!

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.

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

Exam 1: October 13

Exam 2: December 15, 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.

In pairs or triples, 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: “September 8: 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: “September 15: Social/Behavioral Theory and Its Roots in Public Health – Part II”.

Course Policies:

Email – The Official University Correspondence:

Verify your email address by going to www.my.umd.edu.

All enrolled students are provided access to the University’s email system and an email account. *All official University email communication will be sent to this email address* (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from “full mailbox” or “unknown user” errors for example), will not excuse a student from missing University announcement, messages, deadlines, etc. Email addresses can be quickly and easily

updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building.

For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

Absence Policy:

In accordance with University policy if you are absent for a single (1) 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 try to 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.

A link to the new policy covering absences from class can be found at <http://www.president.umd.edu/policies/v100g.html>

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.

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

Course Evaluations

The University, the School of Public Health, and the Department of Behavioral and Community Health are committed to the use of student course evaluations for improving the student experience, course and curriculum delivery, and faculty instruction. Your evaluations help instructors improve their courses; help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions; and help current and future students decide on classes. **The system (www.CourseEvalUM.umd.edu) will open Tuesday, December 2 through Sunday December 14 for fall 2014 course evaluations.**

Available Support Services:

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); 301.405.9151

Copyright Notice:

Class lectures and other materials are copyrighted by me, the course instructor. 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 distribute these materials) for anything other than personal use without my explicit written permission.

Photo/Video Release Statement:

Occasionally, the Department of Behavioral and Community Health may take photographs of classroom and building activities involving our students. Photographs taken at these events may be published electronically or in print materials. If you do not wish to authorize use of such photos for these materials, please email your professor upon receipt of this syllabus.

Grading Procedures:

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

Course Outline / Course Calendar:**- Course Schedule Summary -****Session Date Topic Readings/Assignment***** Major Scheduled Grading Event; ** Student Facilitated Graded Class Discussion**

Session	Date	Topic	Readings/Assignment
# 1	9/8	Course Overview Social/Behavioral Theory and Its Roots in Public Health – Part I	Purchase text <i>Glanz: Chapter 1</i> <i>Budget Cuts and the Politics of Research</i> Editorial (CV) Access Canvas (CV) course materials Facilitated Article Discussion Instructions Sign up for Facilitated Article Discussions
# 2	9/15	Social/Behavioral Theory and Its Roots In Public Health – Part II	<i>Glanz: Chapter 2</i> <i>To Go Boldly (CV)</i> Research Proposal Instructions Sign up for Research Proposal Presentations
# 3	9/22	Health Belief Model	<i>Glanz: Chapter 3</i> <i>Hooking Up and Sexual Risk Taking among</i> <i>College Students: A Health Belief Model</i> <i>Perspective (CV)**</i>
# 4	9/29	Theories of Reasoned Action and Theory of Planned Behavior	<i>Glanz: Chapter 4</i> <i>Even with the Best of Intentions: Paternal</i> <i>Involvement and the Theory of Planned</i> <i>Behavior (CV)**</i> Study Guide for Exam #1 posted on CV
# 5	10/6	Transtheoretical Model	<i>Glanz: Chapter 5</i> <i>Identifying the Turning Point: Using the</i> <i>Transtheoretical Model of Change to Map</i> <i>Intimate Partner Violence Disclosure in</i> <i>Emergency Department Settings (CV)**</i>
# 6	10/13*	EXAM 1	
# 7	10/20	Self-Efficacy and Social Cognitive Theory	<i>Glanz: Chapter 8</i> <i>Intervention Based on Social Cognitive</i> <i>Theory: Evaluating Adolescents'</i> <i>Knowledge of OTC Pain Medications</i> (CV)**
# 8	10/27	Stress and Coping	<i>Glanz: Chapter 10</i> <i>The Physiological Expression of Living in</i> <i>Disadvantaged Neighborhoods for Youth</i> (CV)**

- Course Schedule Summary -

Session Date Topic Readings/Assignment

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

# 9	11/3	Social Networks/ Social Support	<i>Glanz: Chapter 9 Socioeconomic Status, Structural and Functional Measures of Social Support, and Mortality The British Whitehall II Cohort Study, 1985–2009 (CV)**</i>
# 10	11/10	Diffusion of Innovations	<i>Glanz: Chapter 14 Voluntary Medical Male Circumcision: A Framework Analysis of Policy and Program Implementation in Eastern and Southern Africa (CV)**</i>
# 11	11/17	Ecological Models	<i>Glanz: Chapter 20 Modified Social Ecological Model: A Tool to Guide the Assessment of the Risks and Risk Contexts of HIV Epidemics (CV)**</i>
# 12	11/24	PRECEDE-PROCEED/ Needs Assessment	<i>Glanz: Chapter 18 The Effect of an Intervention Based on the PRECEDE-PROCEED Model on Preventive Behaviors of Domestic Violence Among Iranian High School Girls (CV)**</i> Study Guide for Exam #2 posted on CV Research Proposals Due
# 13	12/1*	Ethics	<i>Toward a Fourth Generation of Disparities Research to Achieve Health Equity (CV)</i> Research Proposal Presentations Electronic submission of power point PDF due by 2pm for those presenting
# 14	12/8*		Research Proposal Presentations Electronic submission of power point PDF due by 2pm for those presenting
# 15	12/15* During Finals Week		Exam 2: 4:00 - 6:45pm, unless otherwise noted

- Session Outline -

Course Learning Objectives:

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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**

Session 1	Monday, 9/8
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> Purchase text // Access Canvas (CV) course materials Facilitated Article Discussion Instructions Sign up for Facilitated Article Discussions	
Session 2	Monday, 9/15
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> Research Proposal Instructions Sign up for Research Proposal Presentations	
Session 3	Monday, 9/22
Health Belief Model Learning Objectives for Session [#1, #2, #4, #5, #6, #9] <i>Glanz: Chapter 3</i> <i>Hooking Up and Sexual Risk Taking among College Students: A Health Belief Model Perspective (CV)**</i>	
Session 4	Monday, 9/29
Theories of Reasoned Action and Planned Behavior Learning Objectives for Session [#1, #2, #4, #5, #6, #9] <i>Glanz: Chapter 4</i> <i>Even with the Best of Intentions: Paternal Involvement and the Theory of Planned Behavior (CV)**</i> Study Guide for Exam #1 posted on CV	

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

Session 5	Monday, 10/6
<p>Transtheoretical Model Learning Objectives for Session [#1, #2, #4, #5, #6, #9]</p> <p><i>Glanz: Chapter 5</i> <i>Identifying the Turning Point: Using the Transtheoretical Model of Change to Map Intimate Partner Violence Disclosure in Emergency Department Settings (CV)**</i></p>	
Session 6*	Monday, 10/13
Exam 1	
Session 7	Monday, 10/20
<p>Self-Efficacy and Social Cognitive Theory Learning Objectives for Session [#1, #2, #4, #5, #6, #9]</p> <p><i>Glanz: Chapter 8</i> <i>Intervention Based on Social Cognitive Theory: Evaluating Adolescents' Knowledge of OTC Pain Medications (CV)**</i></p>	
Session 8	Monday, 10/27
<p>Stress and Coping Learning Objectives for Session [#1, #2, #4, #5, #6, #9]</p> <p><i>Glanz: Chapter 10</i> <i>The Physiological Expression of Living in Disadvantaged Neighborhoods for Youth (CV)**</i></p>	
Session 9	Monday, 11/3
<p>Social Networks/ Social Support Learning Objectives for Session [#1, #2, #4, #5, #6, #9]</p> <p><i>Glanz: Chapter 9</i> <i>Socioeconomic Status, Structural and Functional Measures of Social Support, and Mortality The British Whitehall II Cohort Study, 1985– 2009 (CV)**</i></p>	
Session 10	Monday, 11/10
<p>Diffusion of Innovations Learning Objectives for Session [#1, #2, #4, #5, #6, #9]</p> <p><i>Glanz: Chapter 14</i> <i>Voluntary Medical Male Circumcision: A Framework Analysis of Policy and Program Implementation in Eastern and Southern Africa (CV)**</i></p>	
Session 11	Monday, 11/17
<p>Ecological Models Learning Objectives for Session [#1, #2, #3, #4, #5, #6, #9]</p> <p><i>Glanz: Chapter 20</i> <i>Modified Social Ecological Model: A Tool to Guide the Assessment of the Risks and Risk Contexts of HIV Epidemics (CV)**</i></p>	

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

Session 12	Monday, 11/24
<p>PRECEDE-PROCEED/ Needs Assessment Learning Objectives for Session [#1, #2, #4, #5, #6, #7, #8, #9]</p> <p><i>Glanz: Chapter 18</i> <i>PRECEDE-PROCEED Model on Preventive Behaviors of Domestic Violence Among Iranian High School Girls (CV)**</i> Study Guide for Exam #2 posted on CV Research Proposals Due</p>	
Session 13	Monday, 12/1
<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> Research Proposal Presentations Electronic submission of power point PDF due by 2pm</p>	
Session 14	Monday, 12/8
<p>Research Proposal Presentations Electronic submission of power point PDF due by 2pm</p>	
Session 15*	Monday, 12/15
<p>Exam 2: During Finals Week 4:00 - 6:45pm, unless otherwise noted</p>	

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.**

Given the diversity of religious observances within our student body, students who foresee a conflict with a particular assignment due date or examination due to a religious observance, should **notify the instructor within the first two weeks of the semester to make appropriate accommodations. This is especially important for final examinations.** Every feasible effort will be made to accommodate students' request based on attendance of religious observances.

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. If you intend to take any or all exams at DSS it is your responsibility to **notify the instructor within the first two weeks of the semester.**

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>.

Statement on Cheating

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.

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.